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ABSTRACT

The document is the final report of a three-year exemplary program designed to develop and demonstrate a coordinated and integrated program of career development from the first grade through postsecondary vocational-technical education in a county school system serving a population termed disadvantaged. Heavy emphasis was placed on reorientation of the school concept of occupational education and on a concerted remedial program operated for students identified as potential dropouts. The document includes three 50-page third-party annual evaluations following the project description and a thorough recounting of results and accomplishments. Each evaluation includes background statistical data presented in tables, maps, structural models, samples of printed material and public relations items from local newspapers as well as a program description, evaluation analysis, recommendations, and a summary. Assessments of occupational orientation teachers and remedial teachers' attitudes; student achievement; curriculum materials; and of teacher, parent, and student attitudes to the career education concept and to the adequacy of public relations efforts are included in the third evaluation. (AJ)

ED 091605

FINAL REPORT

July 1970--June 1973

Project No. 0-361-0067
Grant or Contract No. OEC-0-70-5177 (361)

THE CAREER-CENTERED CURRICULUM FOR THE VOCATIONAL COMPLEXES IN MISSISSIPPI

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

James H. McMinn
Mississippi State Board for Vocational Education
P. O. Box 771
Jackson, Mississippi 39205

CE 001 378

June 1973

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SUMMARY

Period Covered: July 1, 1970 - June 30, 1973

Goals and Objectives of Project:

The goal of this exemplary program was to provide guidelines and give impetus to the development of career-centered curriculums for vocational complexes in Mississippi. It was designed to develop and demonstrate to teachers, administrators, and the public a coordinated and integrated program of career development from the first grade through post-secondary vocational-technical education.

Emphasis was placed upon demonstrating that exploratory occupational experiences are essential ingredients in the educational experience of all students if they are to arrive at sound career decisions. This was accomplished through relating the exemplary program to existing educational opportunities at the elementary, junior high, secondary, and adult levels.

To attain the goal of the exemplary program the following specific objectives were established:

- *To relate occupational instruction and counseling to elementary students and faculty members.
- *To establish an intensive program of occupational guidance and counseling in the junior high and secondary schools.
- *To implement the Occupational Orientation Program for all students in the junior high schools.
- *To provide cooperative education (work-experience) through local businesses and industries.
- *To provide a wide variety of occupational training programs through the vocational complex and post-secondary vocational-technical center (community college).
- *To provide intensive occupational training programs during the day or evening for those about to leave school without salable skills.
- *To establish the career-centered curriculum as an integral part of the school system's curriculum.
- *To provide adequate placement and post-training work counseling for students
- *To develop curriculum guides and instructional materials which might be utilized by other career-centered programs.
- *To stimulate career-centered curriculum development in other school systems.

Procedures:

The procedure designed to implement the career-centered concept spanned all levels of the educational ladder. It placed heavy emphasis upon re-orientation of the traditional school concept about occupational education. During the process students were exposed to occupational education as they entered the elementary school and continued learning about, and preparing for the world of work as they progressed through elementary, junior high, secondary, and post-secondary schools in the area.

The procedure viewed the levels of occupational education as being a pyramid, with students making decisions about careers and needed training based upon broad exploratory experiences and counseling obtained through the program. As students narrowed their choices about occupational selections, individual occupational experiences became more sophisticated and intensified.

The process began with the elementary schools providing students with sufficient occupational information and counseling to meet the needs of all children according to their interests and abilities. To accomplish this basic goal, local exemplary program personnel provided basic services to the elementary faculties. These services included obtaining occupational information, providing counseling, and providing resource persons to be utilized by the elementary faculties. In addition, workshops, seminars, and field trips were held to assist the elementary faculties to incorporate career development into the regular instructional program.

In the junior high school, students expanded and intensified their exploratory experiences in the world of work through a specially designed course, Occupational Orientation. In Occupational Orientation, the students' self-awareness of the world of work was increased by capitalizing upon the introduction to occupational information received at the elementary level. The course was designed to provide exploratory experiences in a broad range of occupational categories and levels, with opportunities for students to make comprehensive educational and occupational decisions rather than being forced into limited choices. In the course, the students were brought to grip with self and society, self and occupation, and self and personality development. Throughout the course the students saw career development in logical sequenced steps traversing the entire occupational choice process.

The career-centered curriculum at the senior high school level was a continuation of exploratory experiences received by students in the elementary and junior high levels, with additional emphasis being placed on occupational preparation activities. Students received assistance in planning for and attaining vocational goals and preferences, either in the form of additional vocational training or work experiences. These experiences were obtained by the students through the vocational programs of agriculture, auto mechanics, building trades, cooperative education, consumer home economics, general metal trades, industrial electricity, or office occupations, which were offered either in the three high school attendance centers or in the area vocational complex.

A concerted remedial program was operated for students who were identified as potential dropouts in conjunction with the exemplary program. This remedial program equipped potential dropouts with competence and skills necessary for pursuing further vocational training in keeping with their occupational objectives.

Results:

A total of 27 new professional level staff positions were utilized in the implementation of the project. During the year all personnel were engaged in an intensive orientation and in-service training program which enhanced the effectiveness of the program.

The lateness of final approval of the project resulted in some difficulties which were not completely resolved during the first year of operation. All students were pre-registered in the spring of 1970 and were required to re-register after the project was officially funded. Delay in final approval prevented employment of all personnel far enough in advance to have completed curriculum guides, and instructional materials and equipment selected and purchased for utilization within the classrooms by the opening of school. Temporary facilities were necessary for some of the project staff during a part of the school year.

An intensive public relations effort was conducted during the first year of operation. Special emphasis was given to acquainting students, parents, and the lay public with the project. Personal contact, mailouts, civic programs, newspaper articles, and radio programs were used in a concerted effort to increase the understanding of and acceptance of the exemplary project.

During the first year of operation an intensive survey was undertaken to determine the occupational materials being utilized in the elementary schools. This survey served as a basis for developing materials guides, etc. to enhance the presentation of occupational materials at the elementary level. Occupational information was integrated into the elementary curriculum through the use of established curriculum components (reading, art, math, etc.) as vehicles. Occupational information was presented as it related to the curriculum component.

The occupational orientation course was consistently reviewed, revised, and restructured during the year. Occupational orientation teachers utilized in-service training activities to further develop the course.

A total of 25 professional level staff positions were utilized in the project during the second year. During the year all personnel were engaged in an intensive in-service training program which enhanced the overall effectiveness of the program. In connection with these activities new materials and techniques were developed.

Elementary teachers in the ten attendance centers worked on curriculum committees which integrated career education materials into the ongoing curriculum. Many new occupational songs, games, plays, etc. were developed for use with elementary students.

Occupational orientation course content was revised to include six rotation areas designed around occupational clusters. This facilitated increased use of team teaching, "hands-on" experiences, field trips, and resource persons.

The cooperative education program made much progress in increasing enrollment and training stations during the second year of operation. Remedial education classes continued to serve students in order to assist them in attaining their educational and occupational objectives. Intensive short-term training was made available to students about to leave school (both those about to dropout and those about to graduate) with salable occupational skills. Placement offices were established and functioned in each of the three combination junior-senior high school attendance centers. Placement activities were of both the in-school and out-of-school types.

Community involvement was at a much greater level than in the previous year. A concerted effort at dissemination and public relations was maintained. Dissemination was accomplished through news media, professional meetings, open house, visits from personnel in other school systems (state, region, and nation), in addition to phone calls and correspondence concerning the project.

During FY 73 a total of 30 persons made up the project staff. Of this total 26 were professional positions (administrative, instructional, or guidance), 3 paraprofessionals (teacher aides), and a secretary. During the year all personnel were involved in the overall activities of the project and a united or team effort was prevalent.

During in-service workshops throughout the summer and school year, teachers reviewed and revised teaching materials and the career curriculum guides. A teacher's weekly activity summarization outline was developed and utilized by teachers and local administrative staff.

Personnel of the different schools worked closely and a team approach seemed to be very effective for accomplishing instructional objectives. Teachers of occupational orientation also made a concerted effort to finalize and prepare the Career Exploration Level II Guide for publication. The use of multi-media along with close supervised hands-on-experiences tended to have a great impact upon the instructional process.

Elementary personnel reviewed and finalized the curriculum guide along with carrying out regular instructional activities. Additional teaching materials (both commercial and locally prepared) were secured and utilized throughout the school system.

The Cooperative Vocational Education Program was used to give students who had established a primary career objective on-the-job training. Enrollment in the program also increased for the program.

Public relations activities (newspaper articles, radio programs, open house, etc.) were successful in acquainting the local communities and area with the accomplishments of the project. This too was a united effort on the part of the staff, students, and local interested patrons.

Evaluation:

The evaluation procedure centered around the use of the program's educational goal and objectives as a standard by which the outcome of the project was assessed. Evaluation activities for the first year of operation were centered around the "process." In addition, baseline data was collected on the "product." The procedure included data collection; analysis of records and reports; judgments of qualified observers; analysis of instructional materials, techniques, and methods; analysis of equipment and supplies, purchase and utilization; analysis of program activities; and analysis of opinions of program staff, State Division of Vocational and Technical Education personnel, consultants, school system faculty and administration, parents, and students.

The evaluation analysis indicated that the administrative structure designed to implement the project provided for functional operation of the program with slight modification. All personnel (instructional and administrative) in the project met or exceeded the qualifications described in the project proposal. The delay in final approval of funding for the project created a time-lag which proved to be the largest problem in its implementation. This time-lag resulted in delay in the purchasing and utilization of some equipment and materials which hampered the instructional portion of the program during the school year. The exemplary project cost per pupil was $28.41, with $6.25 being considered "start-up costs." Facilities provided for the program enhanced its implementation. An intensive in-service training program (which resulted in noted improvement in the project) was conducted for the staff during the year of operation. The cooperative education part of the project was underpopulated at the start of the year and there was a shortage of training (work-experience) stations. Two objectives of the project (the establishment of a placement center and short-term entry level skill training for students leaving school) were not implemented during the first year of operation; however, planning for their implementation was underway during the year.

Upon analysis of evaluative data it was concluded that the project was making progress toward the attainment of its goal and objectives and should be funded for another year of operation.

The evaluation analysis indicated that all recommendations made during the first year of operation by the third party evaluation contractor were implemented during the second year of operation. Approximately 39 percent of all the school system's students (grades 7-12) were enrolled in occupational preparation programs (agriculture, building trades, business and office, etc.).

During the second year of operation, progress was made in "fusing" the career-centered concept into the ongoing curriculum at the elementary level. In-service activities continued at a high level for all project personnel. Changes were made in the occupational orientation course which provided for greater use of team teaching. This resulted in the increase in the number of "hands-on" occupational experiences students received. The use of pre-test and post-test instruments indicated approximately a 40 percent increase in occupational knowledge in a six weeks period. Exemplary program students consistently rated higher in occupation knowledge than did comparison groups.

Placement centers were established at each of the junior-senior high school attendance centers, and in-school and out-of-school placement occurred.

Remedial courses contained maximum enrollments. An intensive short-term skill training program for those about to leave school (both by graduation and dropping out) without occupational skills was implemente during the second year of the program's operation. Special emphasis was placed on dropout-prone students by this intensive skill training program.

Upon analysis of evaluative data, it was concluded that the project was making progress toward the attainment of its goal and objectives and should be funded for the third year of operation.

The third year evaluation analysis indicated that most of the contract evaluator's recommendations for the second school year were achieved during FY 73. The acceptance of the concept and its implementation was visible through increased interest, enrollment, and activities of students, lay public, and instructional personnel. The year saw the project become a united or team effort that was sufficiently refined to make it both workable and efficient.

During the third year of operation, much time was spent in in-service training for up-grading and up-dating the curriculum guides. This meant the instructional process would be aided as well as the publication of instructional materials.

Individual programs continued to progress. The Cooperative Vocational Education Program's enrollment increased and many new work stations were secured. The remedial programs had maximum enrollment and utilized revised materials and an intensified testing program. This saw students being more properly assessed and instruction more individualized. The use of team teaching and the multi-media approach saw increased student interest and made the instructional process more meaningful. This was used extensively in the occupational orientation classes. Upon analysis of data, it was concluded that the project had made significant progress and reached a respectable level of achievement since its inception.

Conclusions and Recommendations:

Sufficient information was produced by the project to conclude that the career-centered concept could be an important component in any school system for enhancing students' entry into and success in the world of work. It was further concluded that the components which were apparently most successful in the project should be implemented into other selected schools within the state.

The exemplary project made important progress during the first year of operation in developing skills (social, psychological, and occupational) which will serve as a basis for continuous growth and advancement in chosen careers. Satisfactory progress was made in meeting most objectives of the project.

Recommendations for school year 1970-71 were as follows:

*Funding should be continued for the second year of operation.

*Consumer education classes in the project should be incorporated into the occupational orientation classes.

*Occupational orientation classes should be rotated between teachers with specific specialty areas to increase the exploratory experiences of the students.

*Additional "hands-on" experiences should be provided for occupational orientation students.

*Further development of career-centered media centers should continue in all attendance centers.

*Additional student recruitment activities for cooperative education be conducted.

*Continuation of public relations activities connected with the project.

*Additional curriculum materials development should be undertaken.

*Curriculum guides for all phases of the program should be developed and distributed.

*A placement center to aid students in obtaining employment should be established.

*An intensive skill training program for students about to leave school without salable skills should be inaugurated.

By the end of the second year of the project's operation, additional insights into the operational facet of the career-centered concept had been gained. Information provided by the first and second year of operation provided for a smooth implementation of the career-centered concept in four additional school systems in the State. The most successful components of the project enhanced the immediate accomplishment of objectives established by the other school systems.

It was concluded that important progress was made by the project during the year in assisting students in developing skills which would enable them to adjust to changes within the world of work. In addition, progress was made in assisting students in developing psychological skills and occupational skills which will serve as a base for continuous growth and advancement in chosen careers.

Satisfactory progress was made during the second year of operation toward meeting the project's objectives. Two objectives, (1) implementation of short-term intensive skill training for students about to leave school without salable skills and (2) establishment of placement offices, which had not been implemented during the first year of operation were implemented during the second year. All phases of the project are in operation and making satisfactory progress toward fusing the career-centered concept into the school system.

Recommendations resulting from the second year's report were as follows:

*Funding should be continued for the third year of operation.

*Continued emphasis should be placed on providing remedial education classes for all students needing this service.

*Continued emphasis should be given to making the project an integral part of the ongoing school system's activities.

*Curriculum guides (grades 1-12) should be refined and printed in sufficient quantities to provide copies for other school systems.

*Additional student recruitment activities for all vocational courses should be conducted.

*A feasibility study on providing additional vocational offerings for the school districts should be conducted.

*Continued emphasis should be placed on providing short-term intensive skill training for dropout-prone students.

*Placement services should be continued and expanded.

*Public relations activities connected with the program should be continued.

*Intensive inservice training for project personnel should be continued.

*Plans should be finalized for the continuation of the program as Exemplary Funds are phased out.

It was concluded that the third year of operation of the project has been one with fewer problems and a higher degree of instructional sophistication and operation. This has meant more meaningful learning experiences for the students directly involved in the program. Students have been given access to more varied and useful information relevant to developing wholesome sociological and occupational attitudes. This type information has lent itself to students making a more sound primary job or occupational selection. Satisfactory attainment of the evaluator's recommendations for the second year and greater progress toward accomplishment of the overall project objectives was visible, with the exception of the continuation of the program.

I. PROBLEM

The exemplary project described herein viewed the student's total school experiences as preparation for life, with earning a living as the prime focus. This view could be slightly extended by stating that people need at least three types of skills, namely: (1) sociological skills in order to adjust to and participate in determining the direction of change, the interactional involvement in local community, state, national, and international concerns; (2) psychological skills to enable the individual to achieve self-awareness, to develop certain self-perceived desirable personal characteristics as opposed to the mere expression of those which one might accidentally possess; and (3) occupational skills which afford the individual an opportunity to earn a living and which serve as a base for continuous growth and advancement in a chosen career.

To provide students with these minimal skills was the general aim of the career-centered curriculum. The implication is that the components of the entire school system could be focused on the career development concept. There is ample evidence that traditional curriculums do not necessarily provide the desired percentages of persons with these minimal skills (Shill, 1968A, 1968B, 1968C; Boykin, 1968; see Appendix A). For example, approximately 30 percent of all U. S. students leave school before high school graduation (Grant, 1965). Statistics in the Mississippi State Plan for Vocational Education indicate that the percentages of students who do not complete high school are greater for Mississippi than the national averages, and dropouts exceed 50 percent in some counties. In addition to the dropouts are those students who, after completion of high school, face career choice decisions as they enter the world of work. Similarly, those students who choose some type of post-secondary education also need help in the development of their individual careers. So it is that the career-centered curriculum is for all students, and should be designed so that various aspects of it are well articulated at various levels.

There is ample evidence to indicate that students are vitally interested in their career development at early ages and this interest continues as they mature (Slocum and Bowles, 1967; Campbell, 1968). Evidence also indicates that traditional curriculums do not emphasize career planning, i.e., students receive more career information from sources outside than inside the school system (Shill, *op. cit*.).

Recent consensus seems to support the premise that work has potential for meeting more than just economic needs. Among other things, it also provides for social interaction, personal dignity, self-identity, and an entree into adulthood. Traditional curriculums have not assisted individuals to perceive work as having personal relevance, as being critical to one's determining his own life style, or as being a means that contributes to self-fulfillment.

Many youths have a limited awareness of the career choices that may be open to them. This seems especially true for those who have been reared in so-called disadvantaged environments. Social class restrictions, much like traditional curriculums, have tended to limit opportunities for career development. The career-centered curriculum in this project was designed to alleviate some of the problems just mentioned.

II. GOALS AND OBJECTIVES

The Mississippi Occupational Orientation Program (OOP) is one concept which was stressed in this exemplary project. The OOP was initiated in 165 Mississippi schools in the fall of 1969. The program consists of eight units centered around Roe's (Roe, 1965) two-dimensional (level x interest category) schema for classifying occupations. In addition to the basic eight units the program contains an introductory unit and a handbook for teachers. The eight units cover (a) service, (b) business contact, (c) organization, (d) general cultural, (e) outdoor, (f) technology, (g) art and entertainment, and (h) science categories of occupations. The OOP is designed primarily for the 7-9 grades. Students at the junior high level become informed about and oriented to the world of work. The concept of self-awareness is expanded and continued from activities gained in the elementary levels. Self-esteem receives prime consideration in the OOP.

The OOP provides activities and exploratory experiences which enhance self-understanding as a person in the world of work. For the inevitable dropout these activities and experiences will need to be compressed into a shorter time span than would otherwise be desirable for the college bound and terminal high school graduates. Entry level occupational and adjustment skills are essential for the prospective dropout. For students who terminate their education with high school graduation, the OOP provides opportunities for exploration of a broad range of occupational categories and levels. The OOP provides the college bound students with opportunities to make educational and occupational decisions instead of forcing them into limited choices.

The self-concept is integrated throughout the OOP because of its importance in shaping individual behavior. The student is brought to grips with self and societal institutions, self and environment, self and occupation, and self in the personality development process. The OOP aids the student to see career development in logically sequenced steps, the route through which forms a pyramid with the broad informational and orientational base being gained in earlier years and the apex or final career being realized after traversing the entire choice process. Experiences in the OOP aids students in the following important ways:

(1) Evaluation and assessment of personal characteristics--interests, abilities, values, needs, and the progressive synthesis of such characteristics when related to occupational roles.

(2) Exploration of occupational areas--to develop the student's concept of occupations, not only of the occupational requirements in terms of necessary education and training, but also the social and psychological requirements of jobs.

(3) Appreciation of economic and social values of work--the contributions to society that one makes through his occupation, the economic importance of individual earning power.

(4) Appreciation of the psychological and sociological meaning of work--self-fulfillment as a significant result of meaningful work, development of interactional relationships through occupations, status roles gained through occupations.

(5) Recognition of interrelationships between education and occupations--the continuous nature of education as related to occupational advancement.

(6) Involvement in the decision-making process--the sequential nature of decisioning, factors and abilities which facilitate decisioning.

The career-centered curriculum at the senior high school level should include a continuation of exploratory experiences, with additional emphasis being placed on occupational preparation activities. Students would receive assistance in planning for and attaining vocational goals and preferences, either in the form of jobs or additional training. Elements of work-experience and cooperative education programs would be used at this level. These activities provide the "hands-on" experiences which allow students to analyze work in relation to self.

The vocational development framework posited by Havighurst (Havighurst, 1964) provides a theoretical base from which to operationalize the curriculum at this point. The third stage of this framework emphasizes choosing and preparing for an occupation, and getting work experience as a basis for occupational choice and for assurance of economic independence. In addition the following principal developmental tasks need to be accomplished during the ages of 15-25 years:

(1) Achieving new and more mature relations with age mates of both sexes.
(2) Achieving a masculine or feminine social role.
(3) Achieving emotional independence of parents and other adults.
(4) Achieving assurance of economic independence.
(5) Selecting and preparing for an occupation.
(6) Acquiring a set of values and an ethical system as a guide to behavior.
(7) Preparing for marriage and selecting a mate.
(8) Starting a family.
(9) Getting started in an occupation.

In order to complete the career development process, a placement office was established. The coordinator established relationships with the local Mississippi Employment Security Office as well as developed close contacts with local businesses and industries. Detailed planning of various aspects of the curriculum at this point demanded the combined thinking of the placement coordinator and the cooperative education coordinator. Systematic follow-up of students was coordinated by the placement office.

Objectives

*To relate occupational instruction and counseling to elementary students and faculty members.

*To establish an intensive program of occupational guidance and counseling in the junior high and secondary schools.

*To implement the Occupational Orientation Program for all students in the junior high schools.

*To provide cooperative education (work experience) through local businesses and industries.

*To provide a wide variety of occupational training programs through the vocational complex and post-secondary vocational-technical center (community college).

*To provide intensive occupational training programs during the day or evening for those about to leave school without salable skills.

*To establish the career-centered curriculum as an integral part of the school system's curriculum.

*To provide adequate placement and post-training work counseling for students.

*To develop curriculum guides and instructional material which might be utilized by other career-centered programs.

*To stimulate career-centered curriculum development in other school systems.

III. DESCRIPTION OF THE PROJECT

The exemplary project, a Career-Centered Curriculum for Vocational Complexes in Mississippi, is located in the Jones County School System. The system is located in the Coastal Plains area of the southeastern part of Mississippi. The county is classified as being depressed and has a high rate of unemployment.

The school system is made up of ten elementary schools which feed into three combination junior-senior high schools. The three high schools serve as feeder units for a centrally located vocational complex. In addition a community college which includes a post-secondary vocational-technical program is located within the county.

The Jones County School System has an enrollment of approximately 8,000 students, with a professional staff of some 380 teachers and administrators. It serves a school district with a population of approximately 61,000, of whom 25 percent are described as being "disadvantaged."

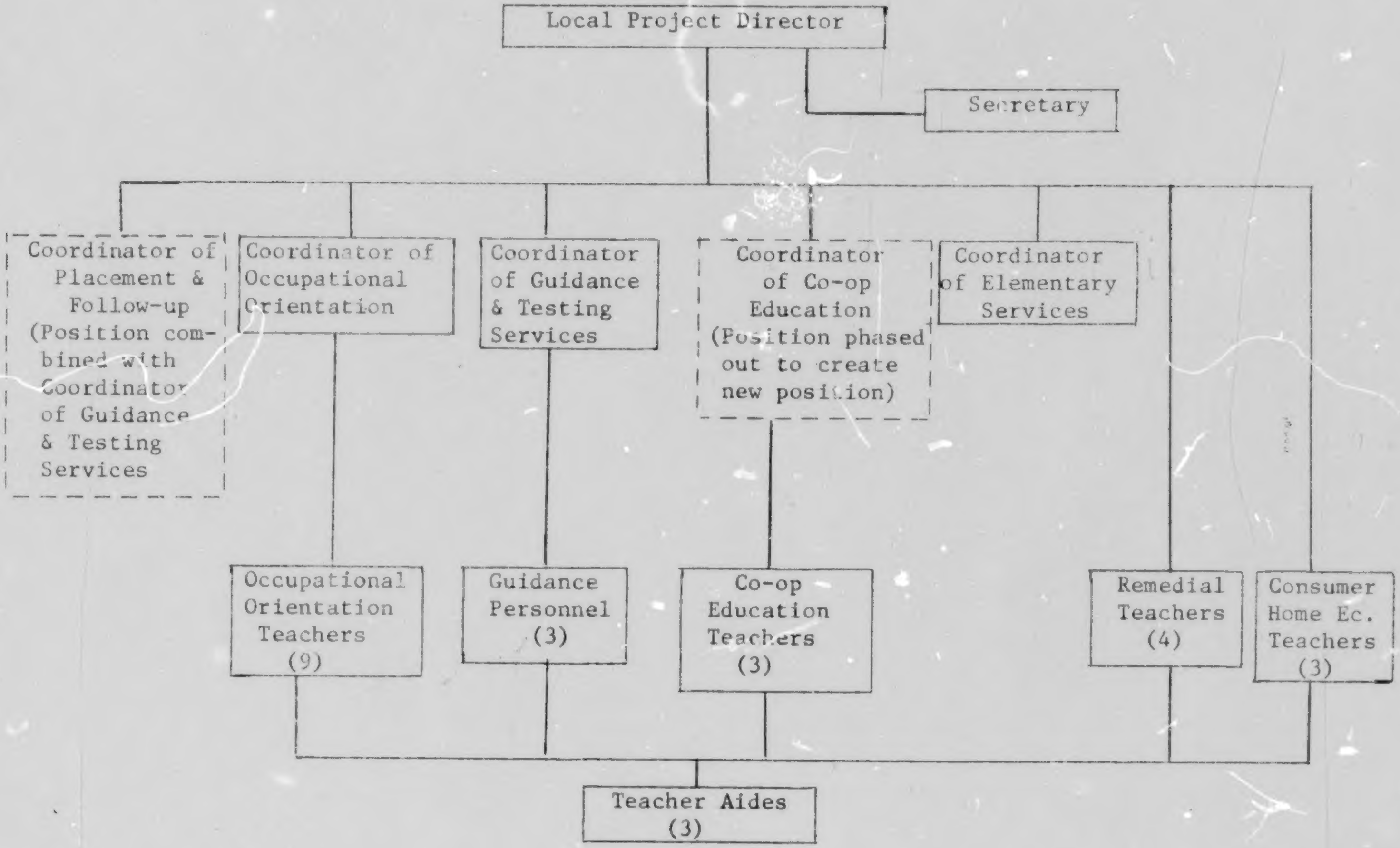
A total of 27 new professional level staff positions were utilized in the implementation of the program at the local level. This number included positions in administration, coordination, counseling, and instruction. In addition, one secretarial position and three teacher aide positions were utilized in the project implementation. All 27 professional-level positions were filled with persons meeting the State certification requirements and having a minimum of a bachelor's degree. Approximately 26 percent of the persons employed held a master's or higher degree. The professional-level positions and administrative structure of the program are shown in Figure I.

The procedure designed to implement the career-centered concept spanned all levels of the educational ladder. It placed heavy emphasis upon reorientation of the traditional school concept about occupational education. During the process students were exposed to occupational education as they entered the elementary school and continued learning about, and preparing for the world of work as they progressed through elementary, junior high, secondary, and post-secondary schools in the area.

The procedure viewed the levels of occupational education as being a pyramid, with students making decisions about careers and needed training based upon broad exploratory experience and counseling obtained through the program. As students narrowed their choices about occupational selections, individual occupational experiences became more sophisticated and intensified.

The process began with the elementary schools providing students with sufficient occupational information and counseling to meet the needs of all children according to their interests and abilities. To accomplish

Figure I. LOCAL EXEMPLARY PROJECT ADMINISTRATIVE STRUCTURE


Local Project Director
Secretary
Coordinator of Placement & Follow-up (Position combined with Coordinator of Guidance & Testing Services
Coordinator of Occupational Orientation
Coordinator of Guidance & Testing Services
Coordinator of Co-op Education (Position phased out to create new position)
Coordinator of Elementary Services
Occupational Orientation Teachers (9)
Guidance Personnel (3)
Co-op Education Teachers (3)
Remedial Teachers (4)
Consumer Home Ec. Teachers (3)
Teacher Aides (3)

this basic goal, local exemplary program personnel provided basic services to the elementary faculties. These services included obtaining occupational information, providing counseling, and providing resource persons to be utilized by the elementary faculties. In addition, workshops, seminars, and field trips were held to assist the elementary faculties to incorporate career development into the regular instructional program.

In the junior high school, students expanded and intensified their exploratory experiences in the world of work through a specially designed course, Occupational Orientation. In Occupational Orientation, the students' self-awareness of the world of work is increased by capitalizing upon the introduction to occupational information received at the elementary level. The course is designed to provide exploratory experiences in a broad range of occupational categories and levels, with opportunities for students to make comprehensive educational and occupational decisions rather than being forced into limited choices. In the course, the students are brought to grip with self and society, self and occupation, and self and personality development. Throughout the course the students see career development in logical sequenced steps traversing the entire occupational choice process.

The career-centered curriculum at the senior high school level was a continuation of exploratory experiences received by students in the elementary and junior high levels, with additional emphasis being placed on occupational preparation activities. Students receive assistance in planning for and attaining vocational goals and preferences, either in the form of additional vocational training or work experience. These experiences were obtained by the students through the vocational programs of agriculture, auto mechanics, building trades, cooperative education, consumer home economics, general metal trades, industrial drafting, industrial electricity, or office occupations, which were offered either in the three high school attendance centers or in the area vocational complex.

A concerted remedial program was operated for students who were identified as potential dropouts in conjunction with the exemplary program. This remedial program equipped potential dropouts with competence and skills necessary for pursuing further vocational training in keeping with their occupational objectives.

The career-centered concept in the Jones County School System was enhanced by the availability of extensive vocational-technical training available through an area post-secondary school (Jones County Junior College). The vocational programs at the junior college are open-ended and accept students at any level who can make progress in the occupational training programs. Offerings available in the post-secondary facilities during the project operation included: forestry, horticulture, livestock, technology, distribution and marketing, supermarket training, practical nursing, data processing, secretarial science, building construction technology, drafting and design, electronics technology, mechanical technology, air conditioning and refrigeration, auto mechanics, horology, machine shop, radio and television repair, and welding.

IV. RESULTS AND ACCOMPLISHMENTS

Major Activities 1970-71:

This first quarter of the project's existence was devoted to the recruitment and employment of staff personnel and to the task of obtaining appropriate instructional materials, testing instruments, and the like. It was necessary to design and promote a good orientation program for project personnel involved directly in the project as well as for personnel involved in a more indirect manner. The orientation of parents and students along with subsequent recruitment of actively participating students came in for considerable attention.

With student schedules already established, as a result of spring pre-registration, there was the need for schedule readjustment in the various attendance centers. This was accomplished without any serious impairment of school opening in the fall. Obviously, it took the wholehearted cooperation of school principals, counselors, and others to harmoniously affect this schedule adjustment.

A staff training workshop was conducted with the objective in mind of establishing and clarifying the specific role of all project personnel in performing and carrying out the objectives of the project. Job descriptions of all project personnel were developed and will be submitted shortly as an addendum to the project. The workshop was led by state staff personnel, institutional teacher education personnel, and Curriculum Coordinating Unit personnel. The first day of the workshop included all members of the Jones County faculty. The State Project Director gave an overview of the training program and the State Director of Vocational Education gave a detailed explanation of the project. A panel discussion, with the Director of the Research Coordinating Unit as moderator, further explained and established the "Career-Centered Curriculum" concept. The remainder of the workshop was devoted to small group sessions composed of project personnel, and institutional teacher education personnel, along with state staff personnel and Curriculum Coordinating Unit personnel. In these group sessions a detailed study of the project was made and as a result personnel roles were established along with methods and techniques for effective project implementation and advancement. Based on response and reaction of the participants, it would have to be concluded that the workshop was highly beneficial toward better preparation of the staff for effective participation in the project. State staff personnel, teacher education personnel, and Curriculum Coordinating Unit personnel also benefited through gaining a better "on-the spot" insight as to how their particular service can assist in carrying out the project objectives.

The second quarter of the project operation can be described as a period of accelerated project activity. Many hours of careful scrutiny were given to study and selection of instructional materials during the first quarter. With these determinations made, the process of acquiring the desired materials and equipment was set in motion. As these materials and equipment began arriving on the scene, there was marked improvement in both teacher and student interest and morale. The quality of instruction improved through the enhanced quality and numbers of learning experiences that were made possible as a result of the availability of carefully selected teaching materials and facilities. These materials also made it possible for better adaptation of teaching techniques to junior high student levels. Since the occupational orientation program is heavily populated with eighth grade students, this adaptation of teaching techniques is significant.

As a follow-up of the staff training workshop held during the first quarter, state division of vocational education personnel and institutional teacher education personnel worked closely with local project personnel to furnish additional staff training and guidance. Interest expressed in the project by professional and lay people alike has been greatly accelerated.

A very outstanding expression by students enrolled in the program occurred during National Vocational Guidance Week. Many posters and exhibits prepared by students adorned the halls, classrooms, lunchrooms, and campuses of the attendance centers. Almost without exception the posters and exhibits conveyed the message of career preparation.

Detailed instructions for administering the project budget were designed by the project director in cooperation with the State Division of Vocational Education Finance Officer. As a result, requisition and disbursement of funds proceeded smoothly and orderly. Another major achievement during the second quarter of the project operation was the finalizing of job descriptions for project personnel.

Vocational planning inventories were administered during the quarter in all attendance centers. Except for a relatively small number of students who were absent on the date the inventories were administered, all students have been involved with the inventories.

During the quarter, project staff members have participated in an experimental project being conducted by the University of Southern Mississippi. Project staff participation involved evaluating occupational film loops and sound tapes in various occupational fields. Participation in this activity by teachers working in the project has resulted in some very outstanding teaching aids being made available to them for use with their students. Members of the project staff in each attendance center have also organized in-service training sessions for all personnel employed in a given attendance center.

The third quarter of project operation was a period of "leveling off" in the middle and upper school grades. Well supplied for the first time with instructional equipment and materials, the instructional personnel were now in position to better incorporate adequate motivational activitie into their teaching process and procedures. Through the use of well-designed resource material and carefully selected resource personnel, interest and effort on the part of students reached a new high.

This was also a period of great expansion into the elementary grades. Moving into the elementary grades on a relatively large scale proved to be very eventful and a worthwhile venture. It was somewhat surprising to learn that a rather great amount of career education was already a part of the elementary grades' curriculum. Obviously, there was a very great need for coordination in the elementary grades to eliminate duplication of effort and to allow each elementary teacher to know what others are doing in the area of career education. To take care of this lack of coordination, permission was asked of and granted by the United States Office of Education to allow the appointment of a coordinator of Elementary Project Activities. It was proposed that this be done by eliminating the position of Complex Coordinator of Cooperative Education and substituting therefor the position of coordinator of Elementary Project Activities. The effectiveness of this transfer was greatly hampered when the occupant of the position became critically ill and, after a lengthy period of hospitalization, was finally taken in death. Present plans are to employ a well-qualified person to fill this position at the earliest possible time.

In spite of the unfortunate illness and death of the staff person designated as having primary responsibility for elementary project activities, significant emphasis was placed upon intensifying elementary students' knowledge of the world of work. All ten elementary schools in the system received some assistance from the project director and coordinators in planning and stressing occupational information within the present courses of study. Project personnel attended elementary school faculty meetings and worked closely with the teachers in helping to organize occupational information for the most effective implementation into the elementary program. The local project staff was impressed with the enthusiastic manner in which the elementary teachers accepted the occupational emphasis in the elementary schools.

Throughout the third quarter, there was in evidence occupational "coloring books" (produced by the local staff) in use in the lower elementary grades. Posters depicting people in occupations, produced by the elementary students, were visible in the halls and classrooms of the elementary schools. An intensive survey was undertaken to determine the occupational materials utilized in the elementary schools.

One other significant accomplishment during the third quarter was the completion of a brief period of intensive training for in-service staff members who were in position to either directly or indirectly influence the cooperative education program. Mr. E. [illegible]. Mitchell (now retired), long-time head of the Department of Industrial Education at Mississippi State University, was employed as a consultant to work with co-op coordinators, the local project director, the school principals, and the school counselors with the objective of strengthening the cooperative education program. As a result of his work with the project staff, better understandings were developed concerning the concept, procedures, and techniques embracing co-op programs.

Project personnel devoted much of their time during this reporting period to orientation and recruitment of seventh-grade students for the occupational orientation program. Personnel explained the program in detail to the students and utilized testing and counseling to help students make realistic course selections for pre-registration. Preliminary indications pointed toward favorable results obtained from this approach. Student interest in occupational orientation obviously increased due to this effort.

An important side benefit to the recruitment effort was an increased understanding of, and support for, the occupational orientation program by teachers whose classes were visited in the recruitment activities.

The occupational orientation teachers, together with other key project personnel, were involved in weekly in-service training programs. Personnel have been intensively involved in developing course outlines and materials for use in the program during this reporting period.

Additional equipment was purchased and/or bids received. Much of this equipment was placed in operation in various phases of the exemplary project. The delays in procurement of some of the equipment hampered the instructional program in some instances.

The occupational orientation program utilized various techniques in attempting to develop interest among the students. One unique method of grading which allows the student to compute his grade daily was utilized. The grades were handled as bank accounts in which the students wrote checks and kept balance sheets on their accounts (grades). If a grade of 85 on an exercise was made, the student writes a check for $85 to his account. At the end of the grading period, X number of dollars equals an "A," or X number of dollars equals a "B," etc. Another technique employed with success was the occupational "word-a-gram." Scrapbooks on occupations, posters, and other materials were also utilized in the program.

The remedial part of the exemplary program appeared to be doing an excellent job in assisting students with their specific difficulties. Teacher aides were involved to a much greater extent in actual classroom activities than during the previous reporting period.

More home visitation and training station visitation was carried out by teachers during this period. Home visitation by teachers should have been utilized to a greater extent to increase the awareness of and acceptance of the exemplary program by parents and the general public.

During this period, job descriptions covering each of the project's special personnel were distributed to individual staff members, state supervisory personnel, and the United States Office of Education personnel.

Late in the quarter, a request for budget revision was submitted to the U. S. Office of Education. Approval by the USOE of this request allowed for a more effective utilization of funds available under the grant.

The fourth quarter of project operation was devoted to the completion of the school year in a systematic fashion. It was a period in which much time and energy of personnel were devoted to an intensive review of the first year of operation. Special emphasis was placed upon planning for the second year of operation.

An intensive in-service training program for all occupational orientation personnel was conducted during the entire month of June. Consultants from the University of Southern Mississippi were utilized in conducting the in-service program. The development of a comprehensive curriculum guide which includes objectives, activities, evaluation, and resources was a part of the in-service training activities.

During the period the position of elementary coordinator was filled. Work was immediately begun on the development of an elementary career education outline to be utilized by personnel in the elementary schools.

During the fourth quarter administrative personnel devoted significant portions of their time to developing and refining year-end reports and records as required by State and Federal agencies. Budgets were developed, scrutinized, and approved for the fiscal year 1972.

Major Activities 1971-72:

The fifth quarter of project operation could be characterized as a period of program review, planning, and materials development. In addition, the second school year was begun in an orderly fashion. The project was well supplied with instructional materials and equipment at the opening of school, which enhanced the interest of students. Refined instructional methods and techniques, along with newly-developed resource materials increased the interest of students.

During the period project personnel's duties and responsibilities were reviewed and some changes were made in staff assignments. The responsibilities of the Coordinator of Placement and Follow-up and the Coordinator of Guidance and Testing were consolidated into one functioning position. The position of Coordinator of Elementary Services was also fully implemented during the period. Personnel new to the project also received special orientation during this reporting period.

Continuation of intensive in-service training activities during the quarter resulted in the development of a comprehensive teaching guide for Career Education, Levels I and II, by occupational orientation personnel. In addition, tentative plans were outlined and work was begun on the development of a teaching guide for Career Education, Level III, which was to be implemented during the 1972-73 school year. Occupational Orientation I classes were divided into six units encompassing approximately six weeks duration each. For the first two units (12 weeks) a class remained with its assigned teacher. Then it rotated for three units (18 weeks) to three other teachers with special expertise to increase their knowledge and experiences in the world of work. The class then returned to its assigned teacher for the final unit (six weeks). Upon completion of the rotation system each student was oriented to more than four hundred occupations, with indepth study of those of particular interest.

Occupational Orientation II was implemented at all junior-senior high school attendance centers. This course was especially designed for upper level senior high school students who had not participated in Occupational Orientation I during the last school year. During the first six weeks period the students were given an introductory unit similar to that of Occupational Orientation I. However, the classes focused their extensive studies in the latter units on occupations of interest to individual students rather than studying large numbers of occupations.

During the period the Coordinator of Elementary Services established effective working relationships with elementary faculties and administrators concerning further implementation of the career-centered concept in the elementary schools. Committees composed of elementary personnel and project personnel developed techniques and procedures for further implementation of the career-centered concept. The coordinator visited each of the ten elementary attendance centers on a two-week interval basis for scheduled meetings and follow-up visitations. However, the coordinator was frequently called by individual teachers in different attendance centers for aid at times other than scheduled visits.

Some occupational activities being conducted in the elementary attendance centers were readily visible within the schools. Classrooms containing bulletin boards depicting occupational themes were noted, occupational "coloring books" were utilized by children in the lower elementary grades, posters on occupations were evident along with many other materials assisting elementary students in becoming aware of the world of work. An example of approaches utilized to motivate elementary students in exploring the world of work while studying the "three R's" was found in one classroom. The students were studying about the use of forest products. The students then built a replica of the local wood utilization plant. They then studied the process through which the wood went to make the product and each occupation that was involved in the making and marketing of the product. Persons from the local wood utilization plant were used as resource persons.

The project facilities at the opening of school were very good and the project plan in most areas is progressing rapidly. Occupational orientation teachers' class schedules generally included four classes of occupational orientation and one study hall. Remedial teachers' schedules consist of five remedial classes.

Size of cooperative education classes increased and the lack of available training stations did not appear to be the problem it was during the program's first year of operation.

Improved communication patterns succeeded in increasing the effectiveness of the entire project. All personnel within the school system (both project personnel and general faculty) appeared to be more aware of the entire project's goals, functions, activities, and progress than previously. This resulted in an observable attitude improvement on the part of personnel (both those directly and indirectly related to the project) concerned with the exemplary project. In addition, increased efficiency in communication between local project personnel and the State Division of Vocational-Technical Education resulted.

Counselors in the attendance centers met on a weekly basis at the centrally located vocational complex to coordinate activities. These meetings improved communications and provided for a unified attempt at meeting the needs of the project as well as the school system in general. These meetings resulted in an ever-increasing awareness of the entire school system's vocational program.

During the sixth quarter each attendance center's occupational orientation met on a weekly basis for planning, coordination, and implementation activities. These meetings, widely involving personnel, apparently enhanced all aspects of the program. They were especially important in bringing about change and redirection within instructional program. In addition, they facilitated the implementation and the reaching of goals and objectives.

The occupational orientation resource center in each of the attendance centers was further equipped with shelving, materials, and supplies during the period. This increased the overall effectiveness. Evaluation personnel noted that last year's occupational orientation students were returning during their own free time to use resource center materials. These former occupational orientation students were observed investigating potential careers and/or making preliminary career plans. Based upon these and other observations, the first year of occupational orientation was successful in increasing the career-awareness and planning ability of participating students.

During the period, evaluation personnel, along with project personnel, were engaged in the development of instruments for assessment of the goals and objectives of this phase of the program. Five instruments were being developed for pre- and post-testing of the rotation areas in the occupational orientation course. An overall instrument was being developed for use with students within the program and control groups in other school systems. Prior to development of these instruments several batteries of standardized tests and/or questionnaires were utilized in an attempt to measure student progress. These standardized tests proved to be unsatisfactory with respect to measuring students' progress in relationship to the program goals. Field testing of the instruments and final revision took place during the reporting period.

Special emphasis was given by elementary teachers within the respective attendance centers to move effective methods of integrating career education into the ongoing curriculum. The elementary coordinator for the project assisted teachers in planning groups, and individually, in developing techniques for presenting career education to elementary students.

The Course of Study Committees continued to develop plans and courses of study for career education. Through these plans more effective utilization of career development materials was accomplished. A sixth grade unit was developed during the period which effectively integrates materials concerning self-improvement with the goals of the program.

During the period teachers and students constructed new occupational games, songs, verses, and plays. These new materials were duplicated and distributed to all elementary teaching personnel as they were developed.

An intensive survey of all career education materials currently available in the elementary schools was conducted. The findings were printed and made available to all teachers to facilitate knowledge and use of the materials. This assisted the teachers in planning for classroom use and provide a baseline for new materials requisition.

There was an observable increase in the number of occupational resource persons utilized in the elementary schools during the period. Parents, as well as other resource persons, were utilized effectively in bringing the world of work into the classroom. One organized activity which created much interest in several elementary schools was the use of firemen as resource persons. They explained their occupation to the students and demonstrated the use of fire-fighting equipment.

A pre- and post-test instrument was under development for the elementary level during the period. The instrument was field tested and then given as a pre-test to a random sample of students in the elementary schools.

The cooperative education program has made much progress in respect to providing training stations and placement of students. Staff members visited numerous prospective employers to explain and obtain support for the cooperative program. These visitations should enhance the opportunity for future growth, in number, of training stations available, thereby allowing for increased future enrollments.

During the period special emphasis was given in the instructional program to orientation to the cooperative program which included: (1) job application procedures and techniques; (2) financial management; (3) employment standards; (4) employer's operations; and (5) individual student guidance.

The Stanford Achievement Test was utilized in identifying students which might benefit by remedial instruction. Identified students were further assessed by using individual diagnostic tests to determine specific areas of weakness. Through the utilization of test results, individualized programs of instruction were subsequently planned for each student involved in the remedial program.

During the period a pilot program was placed into operation in one high school attendance center. The program was designed to test the efficacy of utilizing peers as teacher aides in the remedial program. Indications were that the use of peers as aids enhanced the progress of remedial students.

Special emphasis was given to the individual counseling of students enrolled in the remedial program. Student interests were channeled into career awareness and emphasis was placed upon vocational planning and preparation for these students.

During the period the role of the vocational counselors has been expanded. A greater portion of the counselor's activities was devoted to the identification and involvement of students in preparing for the world of work.

Counselors held weekly staff meetings with teachers, administrators, and central office personnel. These meetings aided in assessing the activities of the program; assisted in identification of specific problems; and provided opportunities for all concerned to assist in problem solutions. Involvement of all personnel in the meetings facilitated communications and gave similar directional focus to program activities within the system.

Group counseling techniques were utilized, as well as individual techniques, to enhance students' involvement in the program. Increased use of group counseling resulted in more student-counselor contact. Apparently the contact students had with counselors during group sessions tended to remove some of the inhibitions students usually show in initial individual sessions.

During the seventh and eighth quarters of program operation meetings of personnel of the Jones County Exemplary Program were held, including faculty members representing all areas utilized within the project and personnel of agribusiness and natural resources from within the district. The primary objective of these meetings was to inform and/or clarify the role and purposes of the Exemplary Program of Jones County as it relates to the total educational process. Plans for a curricular workshop on the Mississippi State University campus were made to further expedite the career education curriculum in the schools of Mississippi. Also included in the meeting was the reviewing and refinement of the Jones County Career Education Curriculum Guide. This meeting was held in facilities furnished by the Curriculum Coordinating Unit and was attended by the State Project Director, State Vocational and Technical personnel, the local project director, three coordinators and two teachers of the exemplary program, in conjunction with staff members of the Curriculum Coordinating and Research Coordinating Units. Members of the Curriculum Coordinating Unit provided assistance and recommendations for the refinement of curriculum guides.

Other activities attended by personnel of the exemplary program were the Mississippi Vocational Education meeting and the Mississippi

Education Association meeting, plus sectional meetings of respective service areas in vocational education.

In an attempt to assess the progress of the students, evaluative instruments (pre-test and post-test) were developed and field tested by the third party evaluation personnel and project personnel. Items for the tests were based on questions submitted by teachers of career education. The tests represented the following areas: (1) industrial arts; (2) consumer education; (3) production, distribution, and management; and (4) public service. Once a compilation of test questions was made, a random sample of students was taken to form a control group. The test was then given to the control group and the scores were tabulated and summarized. After reviewing the results of the pre-test on the control group, refinement of the test was finalized and the pre-test was given to all the students preceding classroom experiences. After students were exposed to experiences in career education, a post-test was given.

In order to enhance the effectiveness of the instructional process, field trips were used extensively. After students were grouped into interest areas, vivid experiences for the students were more easily attained. Field trips were centered around the interest areas expressed by each group. Individualized field activity centered around a particular student's interest was stressed where possible. This gave students an opportunity to see "first hand" the knowledge areas and competencies needed for a particular occupation. This type activity helped utilize the job analysis approach where classroom experiences of this type were almost impossible. If the preceding type of activity was not available, an activity centered around modular programmed instruction was utilized. During these experiences students were given opportunities to listen to tapes, view slides, etc. Students were also guided through the steps of the scientific method in order to develop decision-making skills and to explore the available avenues of occupational research.

Team teaching was utilized and proven to be quite effective in the program. This approach was implemented in order to give more detailed or indepth instruction to the different interest groups. This approach also utilized to a greater extent "hands-on" experiences. The "hands-on" activities of the students continued to be an integral part of career education.

Several local in-service workshops were held during the quarters. Each week a workshop was held for counselors. In turn, the counselor met with the teachers in order to more readily attain the desired outcome.

As students completed rotation areas for the school year, they returned to the teacher who taught them during the first six weeks of school. This final period was devoted to self-evaluation and planning.

The elementary staff of Jones County Schools, the coordinator of elementary project activities, and other staff personnel within the county, continued to revise the old curriculum guides and/or developed new curriculum guides for all courses of the elementary schools. These new curriculum guides provided ample flexibility and leeway in various areas for career education to be "fused" into the traditional curriculum. The coordinator of elementary project activities continued to work closely with the elementary teachers in the system. Appointments were scheduled with the school personnel and are followed up by the elementary coordinator.

Local in-service activities included weekly workshops which were held for the purpose of planning and expediting future activities. During these periods each teacher was given a new catalog of available teaching materials. After reviewing these catalogs, a list of materials was compiled for future use. In addition to attending and contributing to the workshop with agribusiness and natural resources personnel of the district, the exemplary project personnel developed the final summary for the mathematics area.

Applications for the 1972-73 school year were made by students for the cooperative vocational education program. Screening of students by cooperative coordinators, counselors, and personnel representing business was completed. Consideration in the screening process was given to: (1) abilities of the applicants, (2) needs of the applicants, (3) aspirations of the applicants, and (4) availability of job openings or occupational opportunities.

New job opportunities were available and students were placed for summer employment. Projected employment needs were analyzed for the next school year. Personal observation of the student on job-training stations was routine, with objective analysis being continuous.

In-service activities included workshops held in conjunction with other coordinators and the state supervisor for cooperative vocational education. A consultant met with the cooperative coordinators to explore other approaches which could improve the overall program.

Remedial instructors, assisted by student aides, continued to make strides in a positive direction for the program. Advanced high school students continue to give noninstructional aid, thereby providing additional time for more individualized instruction for the remedial students by the teacher.

Staff members from Jones County Junior College and from the Division of Vocational and Technical Education, a teacher trainer for the disadvantaged and handicapped, participated in workshops with remedial teachers. This proved to be quite beneficial.

Vocational Education Week focused special attention upon the Jones County Exemplary Project through activities planned by project personnel. Open house was held as a facet of public relations. This provided parents, faculty, administrators, and interested lay citizens a tour of the facilities plus an insight into career education. Publicity for this occasion was spread via news media, radio, television, personal letters, and word of mouth. Posters proclaiming the week as Vocational

Education Week were distributed, and tapes of children explaining "What Career Education has done for me" were recorded and used by local radio stations as part of the coverage for the Career Education project. Plans were made for activities in career education for the school year 1972-73. Recruitment and scheduling of students for vocational programs was completed. Testing of students continued to be vital for determining the progress which was made by students in career education. Administering standardized tests was completed. Counselors continued coordinated efforts to establish rapport with the staff with the underlying purpose being to bring unity and cohesiveness to the staff and instructional program. Interaction among the teachers was emphasized with counselors rendering assistance or supervision where necessary.

Major Activities 1972-73:

During the summer months (July and August, 1972), a variety of activities were carried out by the coordinator and occupational orientation teachers. The major objective of the in-service activities for personnel was to revise and/or update the curriculum guide for occupational orientation, Levels I and II. The total occupational orientation guide was revised through both addition and deletion. The guide was upgraded by making teaching guides in the form of behavioral objectives and by building in an evaluation component consisting of pre-tests and post-tests for each unit. A self-evaluation form was included for the instructor. This form may serve as a basis for further revision of instructional methods, techniques and activities.

Prior to the opening of school, a report form for use by occupational orientation teachers was developed by teachers, the coordinator, and outside evaluation personnel. The form is based on the instructional activities of the teachers. The instructional process or activities were divided into three major headings: (1) instructional objectives, (2) materials and/or resources utilized, and (3) evaluation. The reporting form was developed around the curriculum guide currently in use. The purpose of the form was twofold. First, the form serves as a direct source of feedback for the administration and evaluation personnel. Second, an underlying purpose of the form was to utilize teachers' outlines for weekly planning and to budget instructional activities and resources. Thus, the form was being utilized as a planning instrument.

During the preschool in-service activities, new teachers of occupational orientation were oriented to the career education concept as well as to the operational phase of the total program. Special emphasis was placed upon new personnel's becoming familiar with the objectives of occupational orientation phase of the program. In addition, in-service activities were designed to assist all personnel in increasing their knowledge of available opportunities in the world of work in the immediate area. Field trips to local industries were utilized extensively to gain first-hand knowledge. These field trips served the purpose of assisting teachers in understanding the barriers between school and skills required in the world of work for employment.

The occupational orientation teachers began the school year with the introductory section, which covered many facets of career education and its terms. The objectives of occupational orientation and its activities were covered. The teachers continued to utilize the banking system for grading allotments. This allowed the student to learn how to write checks, keep ledger sheets, etc., and furnished him with daily grade information.

During the time students were exploring career interest areas, their teachers were evaluating each student's needs. This served as a basis on which teachers guided the student in arriving at possible career choices.

During the first part of the summer the elementary coordinator, with the help of elementary teachers, completed the course of study for the elementary grades. This was a united effort among teachers in all areas of the elementary grades. The final editing was completed by the coordinator for elementary activities and turned over to the printers the last of July. This course of study was valuable in that career activities have been further fused into the overall guide. This guide allowed the elementary coordinator to more effectively budget instructional materials needed by the teachers. To aid in the use of the guide, a list of newly acquired career education materials was distributed to teachers. In developing the materials list, two major criteria were used: (1) the type of requests for related materials by teachers the previous school year; and (2) the evaluation of materials by elementary teachers utilizing career materials the previous school year.

A composite list of state adopted textbooks which could be utilized in career education was compiled and copies of these books were obtained. Special emphasis was given to increasing the career information in the upper elementary grades (4, 5, and 6). Upper elementary teachers appeared to be more subject matter or content oriented; therefore, it seemed appropriate to fuse career materials and activities with the adopted text.

Coordination of visits on regular intervals for ten elementary schools remained a major task. Initial visits were made to each school, and regular visitation scheduling was planned. Both principals and classroom teachers were consulted in scheduling visits in order to increase their effectiveness for both the coordinator and teachers. A visitation calendar for school visits was made and copies sent to each administrator for distribution. Requests for the coordinator's assistance in classroom activities and lesson plan development were made. Teachers' requests were made approximately one week in advance to give the coordinator time for scheduling, planning, and/or preparation. This assistance aided elementary teachers in becoming increasingly aware of the benefits career education could have on making the school more relevant and meaningful to the student.

Due to the variety of activities of the cooperative vocational teachers, a unified approach to the problems of the program was difficult. Thus, each teacher made an attempt to individually solve the problems with which his or her program was faced. This included student selection, occupational selection, student placement, and instructional planning. A unified approach to the development of a reporting form was begun. From this effort, a tentative outline was developed.

During the summer remedial teachers attended two workshops dealing with reading and general remedial education as related to the world of work. The reading workshop was held at the University of Southern Mississippi and was considered to be a means of professional improvement. The other workshop held at Grenada was designed for all teachers of students with special needs, with special emphasis being placed on relating remedial instruction to the world of work.

Since a great deal of interest was expressed concerning remedial education for the summer school session, one teacher provided this instruction. The instruction included dealing with reading skills and basic English skills. This instruction was also enhanced by utilizing a practice teacher. This allowed for team teaching efforts and provided the students the advantage of additional pupil-teacher contact. Remedial instruction was offered daily in a four-hour class period. Increased time spent with students yielded additional improvement in student achievement. However, only time will tell if achievement level is retained by students over a long period of time. Adding in the instructional process was the smaller number of students in each class during the summer. This aided the students by increased individualized instruction which allowed the students to accomplish more. To provide the teacher with a means of progress assessment, the Schonell Graded Word Test was given to each student upon enrollment. Advancement was determined by the level of material the student was using at the end of the summer session.

The remedial teachers not involved in summer instruction utilized a portion of their time in developing an activity list related to problems encountered over the past two years. In addition, they developed and compiled instructional materials for observed problem areas. In order to make the task more comprehensive in nature, a list of teacher problems was derived and priorities established. Once priorities had been established, the materials were assembled according to priority area.

Another activity carried out by remedial teachers during the summer was the visits to local industries to become better acquainted with the world of work. This was accomplished through field trips with occupational orientation personnel. Through these experiences the teachers developed insights regarding industries in the area and made plans to relate their remedial instruction to the career concept.

Activities of the guidance personnel included a variety of activities for the reporting period. First, vocational counselors were engaged in professional improvement courses at the University of Southern Mississippi. Also during the summer, a statewide vocational guidance counselors' workshop was held in Jackson which guidance personnel attended. During this workshop a handbook for vocational counselors was begun. Vocational counselors also visited local industries during the summer. These trips were made in cooperation with other personnel of the Jones County Exemplary Project. Vocational counselors gained insights from these experiences and planned to use these experiences in counseling with students about jobs and the world of work.

During the summer, vocational counselors, coordinators, and personnel of the Research Coordinating Unit met at the Jones County Vocational Complex to develop or establish a format for a concise meaningful reporting form. Vocational counselors then met and developed an outline to be utilized in summarizing daily activities and as an aid in planning and reporting. Study was given to planning a system by which tests of the Exemplary Program might be administered on a unified basis. This was an effort on the part of all exemplary counselors on a cycling basis from school to school. Much time was devoted since the opening of school for screening students, writing letters to parents, and promoting Title IV for special education classes at Jones County Junior College. Time was also allotted to help the academic counselor and administration in the placement of students in the Exemplary Program's classes.

The local project director and career exploration coordinator, along with other personnel, began to review, plan, edit and assemble the Level I guide for Career Exploration. This consumed a great deal of time during the reporting period. With the help of personnel from the Curriculum Coordinating Unit, a format was developed for use in the preparation of the guide. The staff made steady progress toward completion of the guide.

Activities were jointly planned and carried out by the counselors and teachers, (such as a visit to the Masonite Corporation and "Career and College Day" at West Jones) which was beneficial to the students and which resulted in a unity of purpose among staff members. New staff members had some difficulty in formulating concepts of the methods used in the career program. Since the career concept uses a somewhat different approach from the traditional methods of teaching, most first year teachers needed a few weeks within the classroom with the aid of career education experienced teachers. These problems were overcome through united efforts of the project staff and the school administration. It was apparent that the team approach was successful. Through the experiences mentioned briefly above, a group of teachers became a team of teachers. This resulted in a great deal of progress being made in the project in a short period of time.

Different methodology and multi-media were used in teaching and providing the student with relevant, factual, and up-to-date information. Teachers utilized time and activities wisely to benefit the program. Planning sessions were numerous and activities were well coordinated.

In each attendance center, occupational orientation personnel met on a weekly basis for planning, coordination, and implementation of activities.

These meetings, which involve personnel extensively, have apparently strengthened most aspects of the program. They have proved especially valuable in bringing about change and redirection within the instructional program. In addition, they facilitated the implementation and the reaching of goals and objectives.

The occupational orientation resource center in one of the attendance centers was further equipped with shelving, materials, and supplies during the reporting period. This increased the overall effectiveness for that particular segment of the program.

At least four visits were made to each teacher in the ten elementary schools by the elementary coordinator. More than 20 teachers requested assistance from the coordinator and were visited. During visits with teachers at the attendance centers, forms and verbal requests for materials relating to career activities were received. These requests were filled and materials distributed. Teachers were very cooperative by planning for visits in advance which enabled the coordinator to devote the entire time allotted to assisting each teacher.

As reported previously, the coordinator, by using requests for and suggestions by teachers, concerning career related materials, developed a list of instructional materials that could be ordered for the school year 1972-73. These materials were intended to complement the career materials already available to the teachers in Jones County. Updating the resource catalog is a continuous process by the coordinator. A complete annotated bibliography of career related instructional activities was developed. This was added to the Jones County Career-Centered Curriculum Instructional Materials Catalog and disseminated to each teacher and administrator in the county.

The 1971-72 curriculum guide developed by the teachers and coordinators was used as a basic guide in developing new and updated career activities. This guide also served as the basis for the elementary career awareness guide. Activities were correlated with the available instructional materials, plus any adopted textbook used by the elementary teachers throughout the entire system. The process of review and addition began with the social studies section for grades 1-3. This section was completed and distributed to the elementary teachers.

The coordinator made lesson plans for each grade level utilizing career activities and instructional materials. Upon request, the coordinator taught a class or classes using the lesson plans previously prepared. This proved helpful in orienting new teachers to the program as well as changing some of the teachers' attitudes who were rigidly subject matter oriented.

In order for the cooperative vocational education teachers to supervise 112 students and the experiences they received on the job, a great deal of time was required. Thus, large time segments were allotted for student supervision. The coordinators also encountered several problems between students and employers, as well as individual students with problems. A great deal of time was spent evaluating certain problem situations. This resulted in relocation of some students and/or training stations. In addition, securing new training stations received top priorities. Certain personal problems of students resulted in a few withdrawals from the co-op program.

The coordinators began early to evaluate businesses as possible training stations for the coming year. Due to the increase in enrollment for the current year, requirements were somewhat relaxed for training stations. Answers concerning two basic factors, the type of occupation and the suitability of the training station were determined before selecting a business as a place to train students.

Testing and interpretation of test results were vital parts of the remedial program. Before students received instruction, their capabilities and achievements to date were evaluated. This was accomplished through the utilization of batteries of commercial and teacher-made tests. The Schonnel Word Test, a test to evaluate simple mathematic skills (addition, subtraction, multiplication, and division), was administered along with the Stanford Diagnostic Reading Test, and the Primary Mental Abilities Test. These tests, along with available school records and teacher-made tests, gave the remedial teachers valuable insights into students' individual weaknesses.

From information gathered, teachers were able to organize and plan learning experiences that could be utilized by individual students. In some instances testing made grouping for instruction possible. At first grouping was based on levels of achievement. Then as time passed and students progressed in achievement, occupational interest grouping was utilized and served as a stimulator to some of the students. This also assisted in broadening students' knowledge in special interest areas. Students learned to interact with others with similar interests. These interests were capitalized on in relating to the world of work.

Language arts skills involving words, their meaning, and their use, comprehension in reading, phonics, word and paragraph organization, and listening effectively were taught. In teaching the students words, their meaning, and their use, a lesson involving the use of the dictionary was taught. These lessons utilized activities in the Picto-Cabulary Builder series as well as the tape, How to Use the Dictionary. Activities created by the teacher were also used. The use of various dictionary games motivated students and added to the learning experience of each class member. The bulletin board illustrating the parts of the dictionary and how each part is used served as an aid to learning. Vocabulary activities requiring the use of the dictionary to find meanings of words served as an added supplementary activity. Enjoyment of learning was evident by students in activities utilizing nature studies. Knowing the children, their interest, etc. helped to develop activities which served as stimuli for learning. Subsequent evaluation of these students revealed marked progress.

In studying reading, students also worked on determining the number of vowel sounds in a word. This resulted in their being able to determine the number of syllables in different words. The Educational Development Laboratory tapes were used to practice auditory discrimination between variant vowel sounds utilizing the posters prepared by the Ginn Company and The Ideal Syllables Rules Book. The classes began to show comprehension of words and of the sounds used in pronouncing each word. Students who previously performed poorly in related exercises seemed challenged to improve their skills. Thus, the base was formed to increase oral reading skills, to recall main events of a story, to use context clues to determine word meaning, and to locate information using reference books. Commercial instructional materials such as, The Sounds We Hear and the Controlled Reader Series were utilized. Students read and answered comprehensive and detailed questions on "The Golf Ball Mystery" from The Thousand Voices of Timothy Reece. Work on vocabulary skills, with worksheets focused on word relationship, (Ex. Straight is to curly as master is to servant) were continued. Discussions were held with students about the importance of comprehension and speed in reading, emphasizing that different reading materials will require different reading speeds. From these discussions students were able to understand the usefulness of exercises on sentence comprehension, including identifying parts of speech. Students worked on exercises centered on paragraph comprehension, in which they located topic sentences and determined the main idea of a paragraph. Topic sentences were identified with SRA Rate Builder Cards. The material was more complex than that included in many previous activities. Some of the students were discouraged by this material while others tried harder to complete the lessons. The students worked on refining word meaning--replacing overused verbs with verbs of more precise meaning.

Stories were selected by each student from the Pilot Reader Series. Oral presentations by each student followed the reading of the Pilot Reader story. Tapes of the students' oral presentations were made to assist in the learning process. This activity served as a stimulus for the students to learn the correct pronunciation and expression in preparing their presentations from the Pilot Series.

Student interest and involvement were utilized to infuse mathematic activities into the lesson. Through the success experiences in reading and oral presentation, students gained confidence. Remedial teachers infused simple mathematical computations into the reading materials. This assisted students in learning to perform certain mathematical skills, while developing confidence. Upon completion of these learning experiences games and special mathematical instructional materials were used to increase students' skills and recall of certain calculations. Most students indicated progress due to these types of experiences.

A comprehensive reporting form was adopted by the counselors. The duties of the counselors were divided into five major areas. These areas were: (1) Information Service; (2) Counseling Service; (3) Testing and Evaluation Service; (4) Placement Service; and (5) Follow-Up Service. Each counselor allotted their time according to the needs of the students at the individual attendance centers. Guidance personnel were involved in disseminating materials and/or information which was occupationally related, to more than 450 junior-senior high students.

"Career and College Day" was held for the entire school system. This activity impressed upon high school students, especially juniors and seniors, that they would soon be making their decisions to enter the world of work or continue their education. Through a united effort on the part of the occupational orientation personnel and the counselors, a field trip to the Masonite Plant in Laurel was taken. This gave an opportunity for all the students in career exploration to get a "first hand" look at the jobs, the requirements for the different jobs, and the complexity of one of the largest industries in their community.

The testing service activities by the counselors were varied. These included evaluation of mental abilities of all students in Exploration, Remedial, and Cooperative courses. Time was utilized in giving the test, Finding Your Orbit. Once the battery of tests was completed, an evaluation was made by qualified personnel. Students' school records, aptitude interests, and results of Ocuscan, and Orbit Profile were analyzed. With the help of this information the counselors and teachers were better able to assist students in determining realistic career goals.

A vital step was taken in providing students with realistic information pertaining to the available job opportunities, requirements, etc., within the State. Through a united effort of the Jones County School System and the Mississippi Employment Security Commission, microfiche readers were purchased and placed in the Career Center at each attendance center and at the Vocational Complex. Microfiche showing jobs immediately available was provided by the Mississippi Employment Security Commission each week. This equipment was available to all the junior-senior high students. This activity helped to increase interests of students in Levels I and II of occupational orientation. This was very helpful in making the career concept increasingly real to some of the older students.

Along with routine activities of the project, the school year saw exemplary personnel, teachers, coordinators, directors, and aides, involved in finalization of the curriculum guides for the career centered curriculum. Aided by personnel of the R/CU of Mississippi State University and other resource persons, the following guides were completed and will be attached to the report as addenda. They are:

Career-Centered Curriculum for Vocational Complexes in Mississippi
An Introduction to Career Awareness

Career-Centered Curriculum for Vocational Complexes in Mississippi
Career Exploration - Level I

Career-Centered Curriculum for Vocational Complexes in Mississippi
Career Exploration - Level II

Significant Findings 1970-71:

During the first quarter of project operation there was a great amount of planning for testing students enrolled in the program. Acquisition of tests selected as most appropriate for use with project participants was in process. Until these tests were administered and results interpreted, significant findings were fragmentary. It was found that remedial education would be essential if some students were to realize maximum benefits from participation in the project. This was particularly true in the area of reading skills and to a lesser degree in the area of math and other basic communication skills. Corrective measures were applied and varying degrees of success were realized.

In any new or innovative educational program, alert teachers discover many things. It was found that occupational orientation could be made much more effective when experience type learning was made a part of the instructional program. Occupational orientation teachers in this project discovered that participation by students is an absolute essential if their instructional program is to be meaningful and effective.

A very pleasant finding, as revealed by teachers employed in the project, was the strong indication of a growing interest in occupational orientation on the part of older high school students. With the excellent opportunity for varied occupational training through the post secondary offerings of nearby Jones County Junior College, these students may enroll for additional skill training and thus enter the world of work with a more specialized salable skill. Still another alternative was provided for graduating high school seniors through adult programs at both the secondary and post secondary levels. Thus, this discovery of a growing interest on the part of older high school students nearing graduation without having participated in a vocational training program may well be an indication of an early need to call on one or more of the special provisions of the project.

The most surprising discovery in the third quarter, perhaps, was the fact that a great amount of occupational information was already being introduced in the elementary grades. This discovery immediately led to still another significant finding that beckoned for corrective attention. While more career education was being conducted in the elementary grades than had been expected, it lacked continuity. This caused project leaders to think in terms of finding ways to better coordinate the work being conducted by individual teachers.

Still another somewhat unexpected but pleasant finding was the overwhelming enthusiasm with which the exemplary program was received by elementary administrators, teachers, and students. It was discovered that teachers were quite creative and that elementary children responded to career education. By this time it was becoming obvious to middle-grade teachers that the idea of career education needed to be implemented in the earlier elementary grades in the form of career awareness.

During the fourth quarter career media centers were established at the combination junior-senior high school centers as well as at some of the elementary attendance centers. Development of curriculum materials and aids continued. In addition purchased and developed materials were tested under classroom situations. Evaluation of materials resulted in the elminiation of some, adoption of others, and modification of some before system-wide implementation.

Departures from Original Plan 1970-71:

Departures from the original plan were limited. As originally written, the project was to begin on March 1, 1970, and extend through February 28, 1973. For numerous reasons it became necessary to delay its beginning until July 1, 1970. Actually most of July was devoted to recruiting a staff and project implementation did not gain momentum until August 1, 1970.

In order to strengthen the project two important service areas were added. This was a departure from the original plans. Because of the existence of a relatively high percentage of academically disadvantaged students who should be able to profit from participation in the project, provisions were made for remedial education to be included. The need was particularly critical in the basic communications skills. To serve this need, a remedial education program was initiated at each of the attendance centers and at the vocational complex. This effort payed immediate dividends.

Since one of the three major types of skills to which the project was addressed was in the area of sociological needs, it was advisable to incorporate consumer home economics into the training program. One such teacher was added in each of the three county attendance centers. Some rather ambitious plans were finalized for this program and with some deviation from the usual or normal concept of consumer home economics, the addition of this service was added to the project. Another departure from original plans which added strength to the project was the decision to convert the existing industrial arts program to the broader occupational orientation program. This enabled the project to add three teachers in each of the attendance centers devoting full time to occupational orientation. Originally the plans were to utilize only two teachers in each of the attendance centers in occupational orientation. The large numbers of students enrolled in occupational orientation made this decision feasible.

One other departure from original plans worthy of mention was not an intentional one. In spite of all efforts to secure qualified co-op coordinators, one of the attendance centers could not fill the position.

In another departure from the original plan the administrative structure of the project was revised during the first year of operation. The position of coordinator of cooperative education was phased out of the project and a new position (coordinator of elementary services) created. In addition, plans were developed for the consolidation of the position of coordinator of placement and follow-up with the position of coordinator of guidance and testing services.

Significant Findings 1971-72:

Progress was being made in the establishment of occupational media centers in all the school system's attendance centers. Equipment and materials were being stored centrally for more effective use by personnel in their respective attendance centers. In addition, the school system's media center (located in the vocational complex) was continually expanded and enhanced.

The elementary teachers continued to display high degrees of interest in the career-centered concept as demonstrated by their participation. Most teachers on the elementary level were most receptive to the incorporation of occupational materials into their on-going courses of study. Much progress in the area of the project was visible.

All teachers in the exemplary project appeared to be operating at a much higher level of competency the second year of operation. The additional time for planning and review, plus one year's experience in the new project added much stability to the operation. In addition, the additional materials, supplies, and equipment received for utilization greatly benefited the project.

Project personnel continued to place emphasis upon obtaining additional instructional materials. Increased emphasis was placed upon the development of materials, special techniques and methods to strengthen the career-centered concept's implementation within the system.

For a variety of reasons (i.e., better communication, increased goal clarity, and the production of curriculum and material guides) the second year's occupational orientation courses appeared to operate remarkably smoothly. All personnel involved in the program exhibited a sense of unity of purpose. A favorable goal-oriented attitude was observable on the part of staff members.

Students responded to the "What I Like To Do" form, personality rating scales, occupational questionnaire, leisure time questionnaire, and pre- and post-test questionnaire during the period. These data were tabulated and utilized as a baseline to assess future growth.

Students in occupational orientation classes participated in the following activities during the period: (1) collected clippings of jobs available in the area; (2) constructed occupational orientation bulletin boards; (3) applied for and received social security number; (4) constructed occupational orientation posters; (5) maintained notebooks of occupations; (6) participated in occupational orientation games; and (7) wrote autobiographies. In addition, students maintained a ledger of work completed and reported on various jobs on which they had conducted research.

Sources of information utilized consists of D.O.T. chronicle file, Occupational Orientation Handbook, Largo File, S.R.A. Information Kit, and others.

Students participated in activities designed to relate individual hobbies, personalities, and skills to various jobs. They also participated in "hands on" exploratory experiences in the various rotation areas. This experience included the actual use of hand and stationery equipment. "Hands on" exploratory experiences were provided for all occupational orientation students in the area of industrial arts. Students were provided with exploration of small engine repair, auto engine repair, and the general approach to each. Consumer education "hands on" experiences were provided in the use of the sewing machine, the oven and range, and small appliances. In addition, first aid experiences were provided. Manners, courtesies, and social customs were also dealt with in the consumer education area.

Simulated job application procedures were provided for all occupational education students. Data regarding the job requirements, decision as to student qualifications, the application, and the interview situation were covered.

Subjective criterion referenced pre- and post-tests were constructed to assess the effectiveness of the program. The pre-test was administered to all elementary grades during the early part of the school year. Analysis of the pre-test results indicates no increase of career awareness with increase in grade level. This may indicate the need for a "stepped-up" operation in the upper elementary grades. Further analysis revealed extreme variation in the knowledge of career information within each age group.

The Jones County Course of Study Committee expressed interest in the exemplary program. Investigation and thought were given as to how the social studies area could lend support to the program. Social science teachers reviewed the exemplary objectives, materials, and procedures. This committee was impressed with the achievement of the project.

As a component of the co-op agreement between teacher, student, parent and employer, a student worksheet was developed. This worksheet permitted records of much greater detail to be kept of student's weekly hours, his job performance, his learning experiences, and his earned salary.

Approximately one-half of all students involved in the remedial program were assigned to remedial reading. Most of these students scored from 20 to 30 on the SDRT; others ranged from 1.0 to 5.8 grade level. All students assigned to the reading class were in need of remedial services.

The remedial teachers used a variety of methods and approaches, depending on the needs, interests, and achievement level of the student. Individualization of instruction was achieved to the highest possible extent. Reading materials which have an occupational slant were utilized when possible. There was some evidence of achievement improvement in other academic areas for those students who have been participating in the remedial program.

During the 1971-72 school year indications were that students' attitudes were much more favorable toward career education than in the previous year. "Hands-on" experiences played an integral part in stabilizing students' interest.

It became quite evident during the year that numerous students lack the necessary skills in reading and comprehension. This, in turn, led to a diminished tempo in the educational process for those students. "Hands on" experiences for both boys and girls who lack reading and comprehension skills provided increased interest in learning activities, especially in consumer education and industrial arts areas.

In addition to the use of "hands-on" experiences in these areas, audio-visual and other teaching aids proved immensely helpful. Even though teachers had greater supplies of materials, and these materials were rotated among the three schools, there was a definite need for additional material purchases. Such things as 35mm projectors, and programmed instruction materials could have greatly enhanced the program.

Teachers who continue to carry out the traditional instructional process began to utilize career education materials to a greater extent. This served to increase interaction among staff members, which in turn alleviated some barriers between the exemplary project staff and the regular teaching staff.

As personnel of the Jones County elementary schools develop course outlines, it was evident that career education played a greater role in the instructional process.

Career education in the Jones County elementary schools was responsible for a change in the traditional image of elementary education. As a result of this change, a progressive attitude was observed in members of the staff, in parents, in the public, and in the students. Planning of future activities for the elementary grades provided the key to continued enthusiasm among elementary teachers. Available educational materials played a vital role in creating new learning experiences for both teachers and students. The use of available materials was somewhat limited, due to the fact that they were being distributed among ten schools in the county.

Work attitudes and personal interest proved to be important aspects to consider when attempting to fill a job opening. Thus, student screening became more and more important. It was demonstrated that when a student's interest for school activities decreases, so does his interest for his job training. A continuous flow of communication between the co-op coordinator and the business supervisor is essential. This type of interaction gave both coordinator and employer the "inside" track in attempting to assist the student.

Significant Findings 1972-73:

Refinement and updating of teaching methodology and instructional materials were performed during the year. This was accomplished through in-service meetings, group planning sessions, and individually. These changes made the previously used practices more sophisticated and lended itself to a more complex approach of team teaching. Utilization of materials and approaches brought a better understanding of the program and its objectives to the students. Activities, assignments, and instruction were better adjusted to the different grade levels within the school system. Experience of teachers concerning the concept of career education as well as the understanding of the method used to implement the project helped to give teachers insight as to the best means to accomplish his or her own objectives. Use of multi-media to provide more realistic as well as more meaningful learning experiences for the instructional process was successful. The use of this type approach became widespread among students and provided incentive for students not directly enrolled in the project. Extracurricular activities were related to the project, as was evident in events such as homecoming, Christmas, pep rallies, etc. Thus, acceptance and approval of the project was reinforced and more widespread than previously.

Teachers reported throughout the year that instructional objectives were accomplished to a high degree (some as high as 90 percentile). Coordinators were able to get direct and immediate feedback from teachers through a specially designed outline for planning and summarizing daily activities. Such an instrument was adopted by occupational orientation teachers, remedial teachers, guidance counselors, and cooperative vocational education teachers. This instrument facilitated planning and was a key element in reporting.

A more coordinated and unified testing program was carried out in all phases of the project during the year. Teachers of occupational orientation administered an overall pre- and post-test and in addition a pre- and post-test for each unit was developed and utilized. This helped the teacher find both class and individual strengths and weaknesses. Again this lended itself well to the teaching methodology and techniques used in the program. Individualization, in-depth research, and hands-on experiences could be better planned and executed as a result of the findings of the tests.

The guidance personnel utilized a unified approach for administering achievement, diagnostic and other standardized tests. These were administered in regard to all aspects of the school program. Results were used extensively by teachers in remedial and special education. All tests were given on a rotational basis throughout the county.

As mentioned earlier the influence of hands-on experiences and well planned field trips was immeasurable. The effect of being able to perform simple job related tasks, as well as the success experiences for low or underachievers were invaluable. The ability to see the complex skills or the complicated or technical machinery also provides realistic learning experiences for the students. This also helped the students in developing correct attitudes toward work and the necessity of being able to perform or possess a salable skill. Again, simulation of work situations helped maintain and stimulate interest in the classroom. In many instances when field trips etc. were not feasible, the simulated experience seemed to help fill the barrier between school and work. Games and group discussions or buzz sessions were utilized. The acquisition of microfiche readers for each junior-senior high school and the vocational complex helped illustrate to the students what jobs were available and the qualifications needed to fill the positions. This was a united effort with the Mississippi Employment Security Commission who supplied the project with new microfiche each week. This turned out to be a valuable asset to the program.

Students also showed great enthusiasm for conducting in-depth job research. In one school, students who had made primary career choices developed their own career resource center. Each student or small group with similar job interests developed bibliographies for their particular jobs or occupations. The students would then write different companies, people, etc. to secure information and data. In other instances, some students interviewed persons who held positions in the occupations the students were interested in.

As mentioned previously, finalization of the Career-Centered Curriculum Guides for Vocational Complexes in Mississippi was completed. Specific names of the guides were given in another section of the report. These guides are attached to the report as addenda.

Dissemination Activities 1970-71:

The first quarter was devoted almost exclusively to project implementation, so very little in the way of dissemination activities was conducted. Complete copies of the project were duplicated and furnished to each faculty member in the Jones County School System. During a staff training session attended by the faculty, the project was explained in detail.

Additionally, a brief digest of the project was furnished to project staff members and key people in the State Department of Education who had supervisory or other responsibilities for the project.

The project received publicity in one of Mississippi's most popular statewide newspapers, the Jackson Clarion Ledger. Publicity regarding the training program for project personnel also appeared in a local newspaper having rather wide circulation.

Letters explaining objectives and interesting features of the project were mailed to parents and other interested persons in the area. Likewise, the local press was used to acquaint the public with both the program and the personnel involved in the program.

Included among the early visitors of the project was Dr. M. C. Garr of the Atlanta Office of the U. S. Office of Education. Other educators who visited the project include representatives of Mississippi State College for Women, Mississippi State University, and the University of Southern Mississippi. In addition to these, State Department of Education officials, and a representative of the United Electronics Institute of Louisville, Kentucky, called at the project site.

Dissemination activities during the second quarter were fairly extensive. Project staff members appeared on the local radio station's programs featuring the project. During Vocational Guidance Week numerous "spot" announcements were made relative to guidance services being employed in the project. News articles appeared in both local newspapers focusing attention on National Vocational Guidance Week while calling attention to the exemplary project.

Numerous requests for information about the project have come from other states. Copies of the project, quarterly reports, and other compiled information on the project were furnished to those who have requested information. State supervisory personnel, institutional teacher education personnel, and others have been informed about project activities and developments.

Visitors to the project site included institutional teacher education personnel, State Department of Education personnel, and one representative of a private college in Mississippi.

During the third and fourth quarters, additional dissemination activities were conducted. Local exemplary project personnel engaged in a concerted effort to better inform the public concerning the project's operation, purposes, and results during the periods. Personal contact with parents, teachers, students, and other interested persons by project personnel were utilized in gaining support and understanding from the public. In addition, radio station WNSL (Laurel) broadcast seven "spot" commentaries and interviews dealing with vocational education emphasis for the Jones County System. Project personnel appeared before civic clubs and other organizations to explain and depict different phases of the exemplary project to the public. Several feature articles on the project have appeared in the local paper (The Laurel Leader).

The local project director and the coordinators made concerted efforts to inform all segments of the public about the exemplary program. Numerous inquiries have been received from interested people throughout the United States. During the month of March alone information was sent to seven school systems in the states of New York, California, New Jersey and Tennessee.

Several meetings were held involving State Division of Vocational Education personnel, college and university personnel, and local administrative, counseling, and teaching personnel. The purpose of these meetings was to offer opportunity for exchange of ideas, frank evaluation of project activities, and progress as well as to inform all concerned about expected project outcomes.

Inquiries concerning the exemplary project (both from within and without the State) became so numerous that an eight-page bulletin entitled Career-Centered Curriculum for Vocational Complexes in Mississippi: An Exemplary Program was prepared on the State level. This bulletin detailed the project's location, purpose, objectives, procedures, and evaluation methods. Approximately 500 bulletins were mailed out in response to inquiries.

Dissemination Activities 1971-72:

Local exemplary project personnel were engaged in a concerted effort to keep the public as well as professional educators abreast of the project's operation and results. Project personnel had continuous contact with parents, students, teachers and the general public. Project personnel appeared before civic clubs and other organizations in an effort to disseminate results of the project.

As a part of dissemination activities the project personnel aided the State Division of Vocational-Technical Education in conducting a three-day workshop at the project site. This workshop was designed to aid the four school systems in the state which were beginning career-centered curriculums within their respective systems. The school systems involved were: Amory, New Albany, Franklin County, and Kemper County.

Personnel from Mississippi State University and the University of Southern Mississippi made several visits to the project during the period to become better acquainted with its operational methods and procedures. In addition local project personnel served as resource persons to career-centered classes at Mississippi State University.

State and local project personnel presented a program on the Jones County Career-Centered Curriculum at the statewide Vocational Education Convention held in Jackson, Mississippi, during August. Approximately 2,000 vocational educators were in attendance at the time the project program was presented.

During this reporting period numerous personnel from various school districts in the state visited the program. Out-of-state visitors included personnel from the Huntsville, Alabama, school system.

The development of the Curriculum Guide for Occupational Orientation was completed during the period. Advance copies of the Guide were distributed to local school systems within the state which were initiating career-centered programs as well as to other key vocational personnel. Publication of the Guide is presently underway and the material should be available for general distribution in the near future. Inquiries about the project were received from many parts of the nation during the period.

Occupational education students toured the WDAM TV facilities. During the tour, students were oriented as to the various occupations at the TV station and to the qualifications necessary for each occupation. Students also toured one of the local newspaper facilities for the same purpose. During these visits occupational education students were given an opportunity to explain the purpose of the program to TV and newspaper personnel.

During the fall semester, students constructed occupational orientation posters which they entered in a contest. The winners of the local contest were written up in the local newspaper, along with an explanation of the occupational education program. In addition to the local TV and press, numerous visits were made to exemplary program by outside educators. Included in these were groups from Biloxi, Mississippi, Tuscaloosa, Alabama, and two universities in the State. Project coordinators devoted considerable time to the orientation of local teacher groups to the goals and purposes of the exemplary program.

Dissemination activities also included several radio spots concerning career education on radio stations WNSL and WLAU. Speeches concerning the program were made to the Hattiesburg Literary Study Club and the AAUW during the month of December.

Numerous outside resource persons were utilized in the presentation of career information to career education and occupational orientation students. These visits permitted learning experiences for the students and also served as a method of dissemination of program methods and purposes back to the community.

Various methods of public relations were evident in the Jones County Exemplary Program. Media, such as newspapers, radio, speeches, resource persons, open house, and word of mouth, were used during this quarter to explain the role of career education. This quarter saw a number of resource people, such as U.S. Air Force personnel, inhalation therapist, vocational rehabilitation counselor, choral director, etc., visit the exemplary program as well as explain their role in the world of work. Also, during this period the local director traveled to the Southern Region Agricultural Education Conference and presented a program for teacher educators on "Research Strategy for Teacher Education Programs to Assist Local Programs with Career Education." Vocational Education Week provided a time for an "all out" effort on the part of Jones County vocational educational personnel. Newspapers, radio, and television cooperated in making the week of February 7-13 (Vocational Education Week) a week of emphasis for career education in Jones County.

Dissemination Activities 1972-73:

All types of media were used to convey the purposes, activities, and to promote understanding of the Jones County Exemplary Program. There were several newspaper articles concerning the Exemplary Program's personnel, their visits to industries, and the visit of the State Vocational Education Advisory Council to the program and the school system.

The local newspaper also carried an article on the new personnel for the Exemplary Program. A local radio station, WNSL, presented several spots on career education, which helped keep the public informed about the total concept of career education in the school system. On September 14, the State Director of Vocational and Technical Education, and the local project director, were on WNSL's program, "School News." The Exemplar Program was discussed, and the radio announcer asked pertinent questions concerning the vocational program in general. Word-of-mouth was a good instrument for public relations for the project as any other media. This is especially true when students were impressed and carried information to the parents. Personal visits from parents to school and to the teacher were advantageous for the program during the first weeks of school. Visitors, other than local people observed the program and represented a wide range of expertise. These included personnel from other school systems within the state, State Division of Vocational-Technical Education personnel, University personnel, and the State Vocational-Technical Education Advisory Council.

Varied media were used to convey events and happenings of the project to parents, professional personnel, and other interested lay citizens. One of the keys to effective public relations activities in Jones County was the students. Once a favorable impression toward the program was created by the students, word-of-mouth became one of the best methods of public relations. Students related to their parents and friends positive experiences about the program which in turn produced a good image of the program.

Occupational orientation students became involved in the homecoming festivities and several vehicles in the parade were utilized to exhibit the Career Education concept. Other media included video-taping of hands-on experiences in the occupational orientation shops to be viewed by a labor relations board; presentations pertaining to the career program of Jones County by teachers in classes at Jones County Junior College and the University of Southern Mississippi; contacts with businessmen by phone, and through professional conferences (Mississippi Personnel and Guidance Association Conference, etc.).

Persons from different organizations visited the program this reporting period. These included personnel of the following: (a) Hattiesburg Public School System, (b) Alcorn County School System, (c) Tishomingo County School System, (d) University of Southern Mississippi, (e) Mississippi State Department of Education, and (f) Mississippi State University. Representatives of some of the different unions in the State visited the program to become familiar with the concept as well as persons from Pascagoula and Bay St. Louis.

During the year a film, Can Johnny Earn A Living, was made on location throughout the Jones County School System. The film spands the career concept and is 14 minutes in length and is in color. It is a portrayal of the implementation of a career education program and a Mississippi school system. The film gives a brief rundown on the career education concept in addition to providing the viewer with a step-by-step procedure for implementing a career education program in grades one through twelve. Six copies are available on loan basis from the Research and Curriculum Unit of Mississippi State University.

V-A. THIRD PARTY EVALUATION

Fiscal Year 1970-71

INTERIM EVALUATION REPORT

Project No. 0-361-0067

Grant No. OEC-0-70-5177 (361)

THE CAREER-CENTERED CURRICULUM
FOR
VOCATIONAL COMPLEXES IN MISSISSIPPI

An Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

James F. Shill
James E. Wall
Norbert Johnson

Mississippi State University
Mississippi State, Mississippi 39762

July, 1971

I. INTRODUCTORY SECTION

A. THE LOCALE

1. Geographical Description. Jones County is located in the Coastal Plains area of southeast Mississippi, some 100 miles north of the Gulf Coast. The county contains 706 square miles or 451,840 acres of land and is almost square in shape (see Figure Ie). It is located approximately 90 miles southeast of Jackson and 10 miles north of Hattiesburg, Mississippi. It is bordered to the north by Jasper County, to the west by Covington County, and to the south by Forrest and Perry Counties.

   The county is part of the long-leaf pine area of the state with considerable acreage devoted to forest utilization. The topography is generally steep, with small areas of nearly level and moderately sloping land. The soils in the county posses low natural fertility, but respond well to good management and fertilization. The steep hill land is generally forested, with farming confined to the broad ridge tops and river bottoms.

   There are three incorporated centers (see Figure IIe) in the county, each approximately five miles apart. These are Laurel, Ellisville, and Sandersville. In addition, there are 65 unincorporated communities scattered throughout the county. At the northeast corner of the county is a Choctaw Indian Reservation and the southeast corner is included in the Desoto National Forest (Chickasawhay Division).

2. Density and Population Trends. The population center in Jones County is at Laurel (the county seat) which has a population of 24,145 according to the 1970 census. In addition, the other centers and communities in the county contain 32,212 persons, for a total population of 56,357 for the county. This represents an overall decrease in population of 5.3 percent from the 1960 census. During the period between 1967 and 1970 in Jones County there was a decrease in the five-and-under age group (-29 percent), in the six-to-14 age group (-6 percent), and in the 45-64 age group (-25 percent). Increases were reported in the 15-44 age group (+11 percent), and in the 65-and-over age group (+17 percent). The 1960 census reported a population of 59,542 for Jones County; however, the 1970 census reported a drop in population to 56,357. The greatest proportion of the out migration occurred between 1965 and 1970. The out migration appears to be affecting the small rural communities in the county more so than the three incorporated population centers.

3. Occupational Breakdown of Locale. The specific occupational breakdown for the locale includes an entire Employment Security District comprised of Jasper, Jones, Smith, and Wayne Counties.

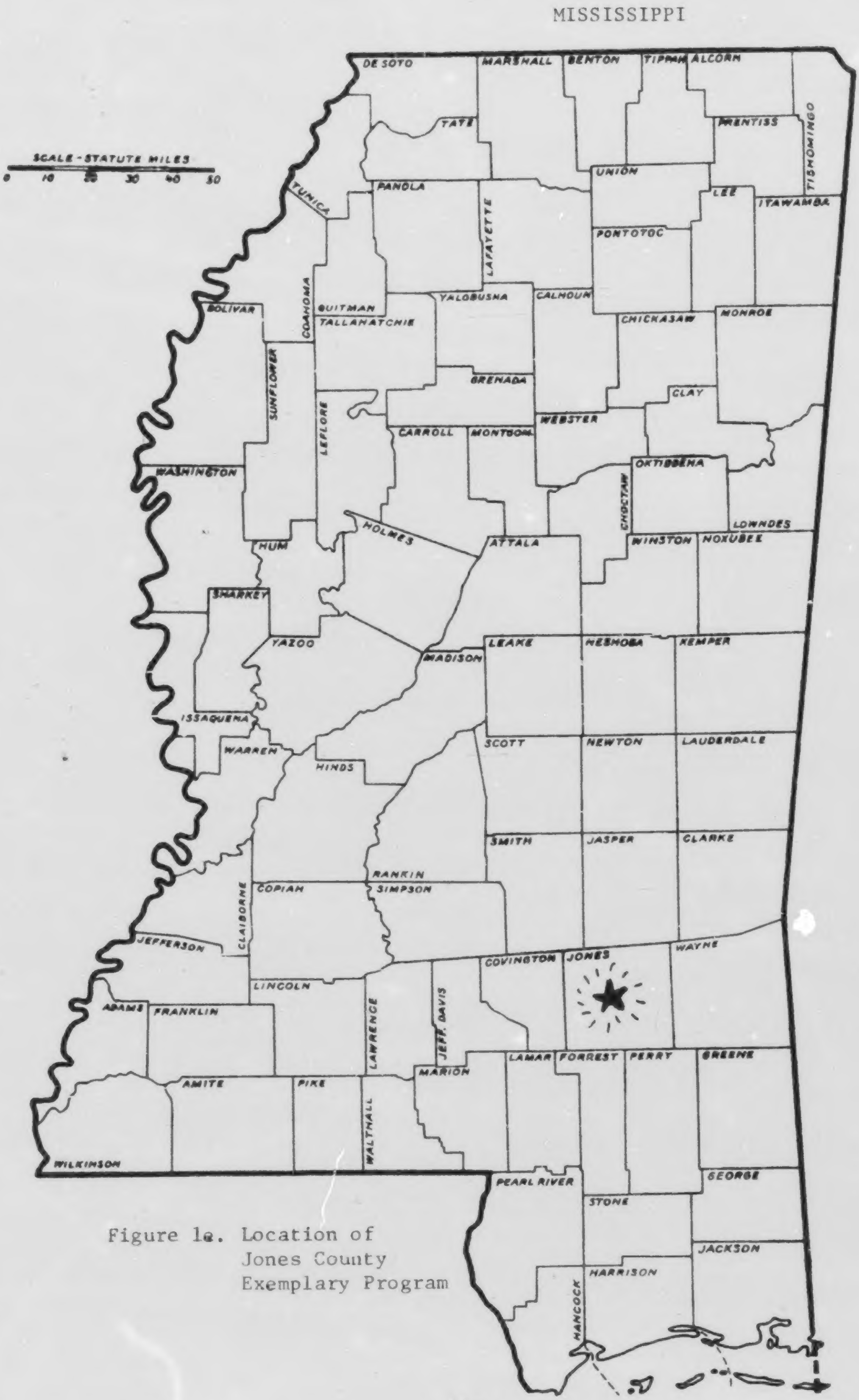


Figure 1e. Location of
Jones County
Exemplary Program

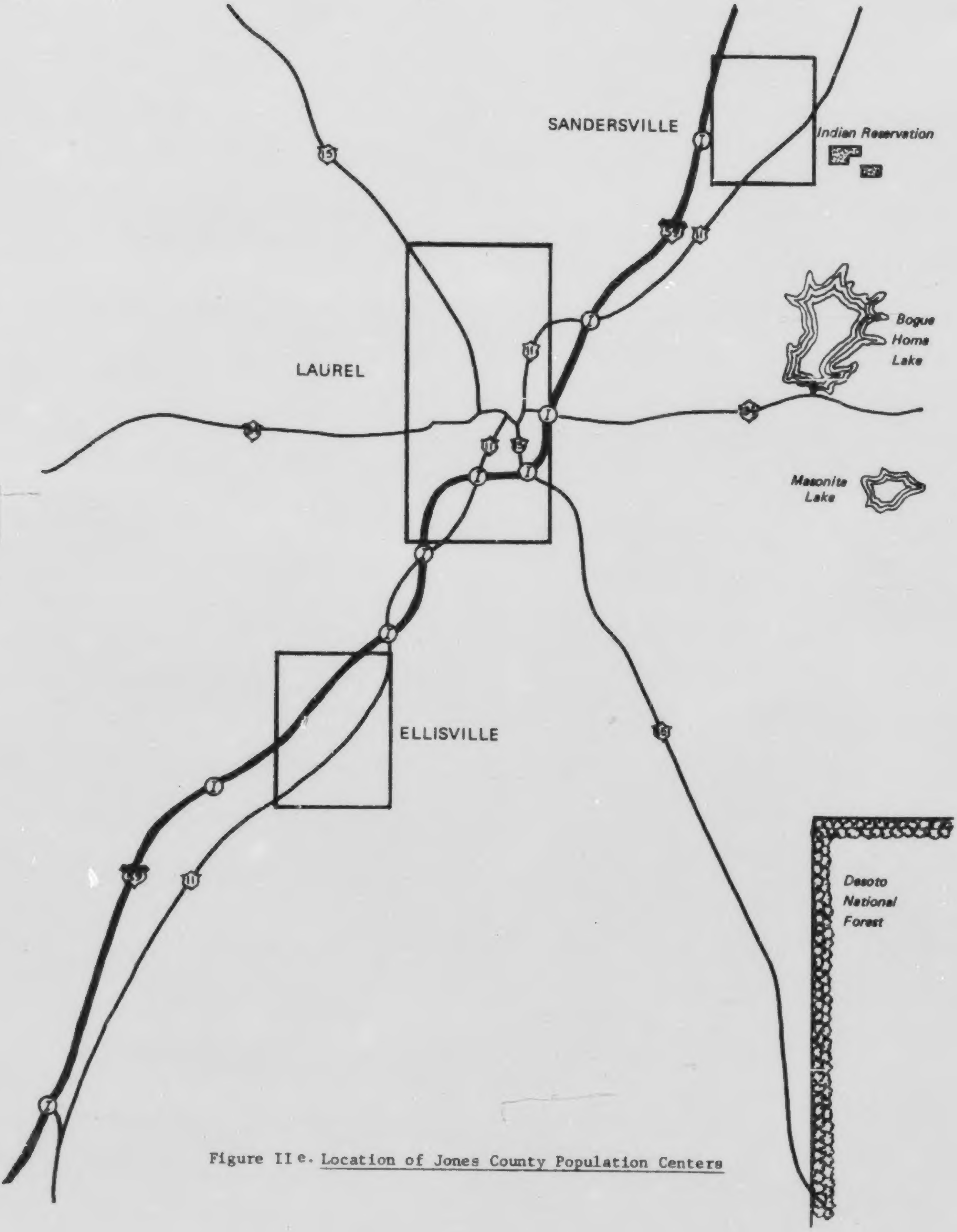


Figure II e. Location of Jones County Population Centers

However, most industrial jobs within the District are located in Jones County, Table Ie depicts employment by occupational categories and changes during the operation of the exemplary program.

4. Unemployment Rate and Trend. The total work force in the Employment Security District in January 1971 was reported to be 32,880. The unemployment rate increased from an average of 4.2 percent in 1969 to 5.3 percent in 1970. The Mississippi Employment Security Commission estimated that the downturn in the economy increased the unemployment rate to between eight and nine percent for the first and second quarters of 1970 for this specific employment area. Jones County has been classified as a depressed county because of this high rate of unemployment and other conditions.

5. Incomes of Residents. Complete statistics on incomes of residents from the 1970 census were not available in time for inclusion in the interim evaluation report. However, information obtained from other sources indicates the median annual family income for the county in 1970 was $3,993. Indications are that 37.4 percent of the families' annual incomes in the county were below what is considered by many to be the poverty line (less than $3,000). Only 5.4 percent of the families' annual incomes were $10,000 or above. The reader is cautioned not to overemphasize annual cash income alone in drawing a mental picture of residents' living conditions, since most of the population is rural, and the residents operate part-time farms on which they produce and utilize various food items in the home.

6. Families Receiving Welfare Assistance. Approximately 2,600 of the 14,000 families in Jones County, or 18.6 percent, received some type of family assistance checks during the year. This figure does not include those families in the county receiving food stamps but not welfare assistance checks. The number of persons receiving assistance by categories is shown in Table IIe.

B. THE SCHOOL SYSTEM

1. Facilities Description. The Jones County School System is comprised of fourteen separate physical plants. Of this number ten are elementary schools, three are combination junior-senior high schools, and one is a centrally located vocational complex. (See Figure IIIe). The three combination junior-senior high schools and the vocational complex are of modern construction and are in excellent condition. With the elimination of the dual school system, some facilities were closed, resulting in some over-crowding of facilities. During the school year, temporary as well as permanent facilities were constructed which tended to alleviate some of the over-crowded conditions. The physical plants utilized as elementary facilities run the

Table Ie. Area Employment by Occupational Categorizations During 1970-71 Exemplary Program Operation.

Occupational Category	Employment January 1970	Employment January 1971	Employment February 1972
Agricultural (production)	3,400	3,400	3,400
Food Processing	1,040	1,080	1,250
AGRICULTURAL TOTAL	4,440	4,480	4,650
General Manufacturing (includes lumber and wood)	3,590	3,520	3,660
Apparel	1,410	1,650	2,020
Printing and Publishing	110	110	110
Machinery	1,360	1,160	1,530
Other mfg. (Furn. & Fixtures; paper & allied; stone, clay & glass; and metals)	640	600	660
MANUFACTURING TOTAL	7,010	7,040	7,980
Construction	1,070	1,060	1,050
Transportation and Utilities	1,180	1,170	1,200
Wholesale & Retail Trade	4,090	3,920	4,200
Finance, Ins., & Real Estate	620	630	650
Service & Miscellaneous	3,860	3,960	4,170
Government	4,950	4,980	5,650
Other	3,800	3,800	3,800
NONMANUFACTURING TOTAL	19,570	19,520	20,720
EMPLOYMENT--GRAND TOTAL	31,020	31,040	33,350

TABLE IIe.

Number of Jones County Families Receiving Welfare Assistance by Category During 1970-71 Operation of The Exemplary Program

Category	No. Families June 1966	No. Families June 1970	No. Families June 1971
Old Age Assistance	1,415	1,488	1,554
Aid to the Blind	41	36	36
Aid to Dependent Children	342	467	586
Aid to the Disabled	428	458	523
Total Families	2,226	2,449	2,669

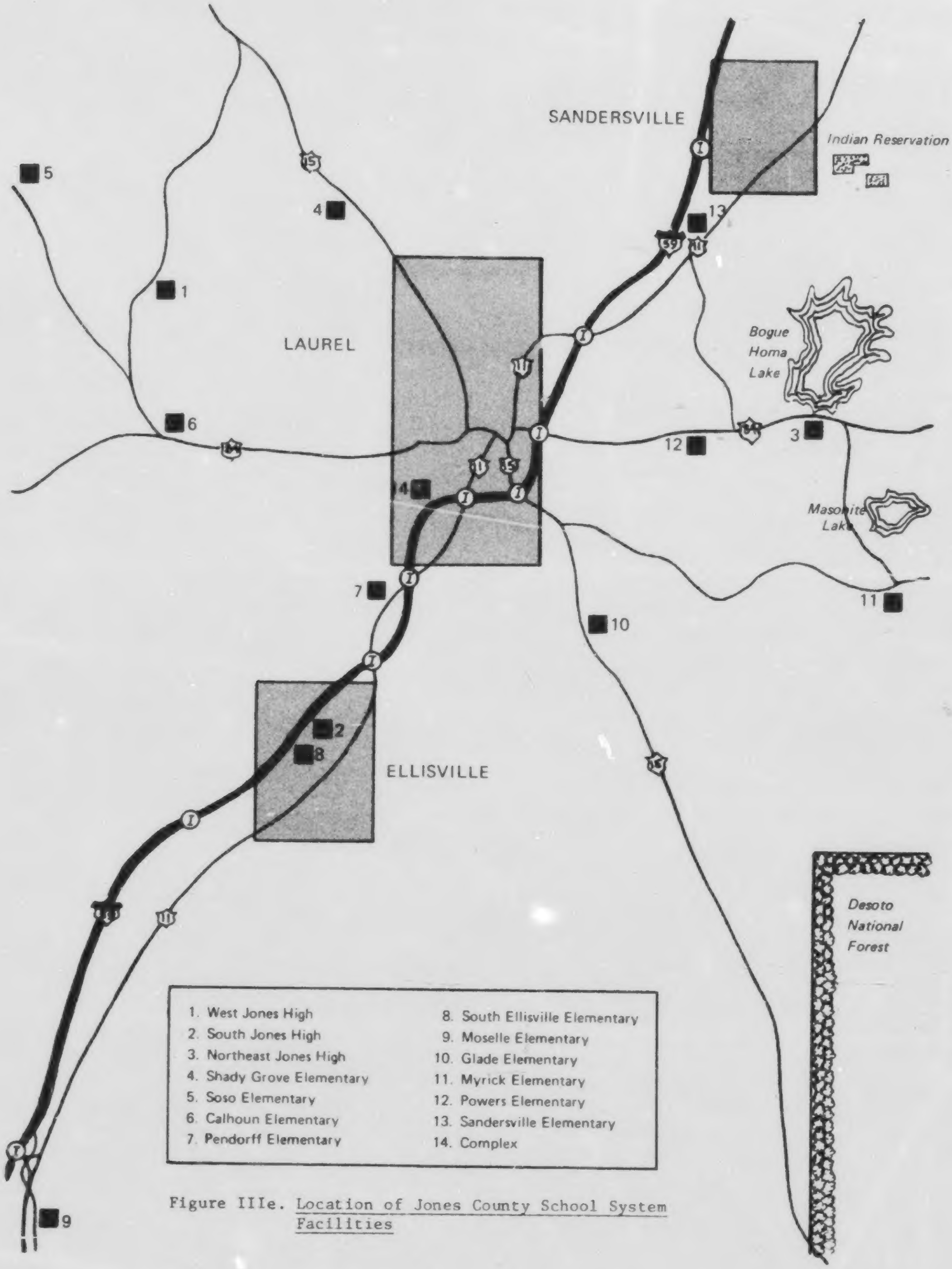


Figure IIIe. Location of Jones County School System Facilities gauntlet from old to modern construction.

Students who desire vocational training of a specific nature attend the centrally located vocational complex from West Jones Junior-Senior High School, Northeast Jones Junior-Senior High School, and South Jones Junior-Senior High School. The vocational complex in turn prepares students who desire more specialized vocational-technical training to enter the community college programs at Jones Junior College, which is located in the southern part of the county.

The elementary schools of Soso, Calhoun, Shady Grove, and Pendorff send students, upon completion of six grades, to West Jones Junior-Senior High School. The Moselle and Ellisville Elementary Schools send students to South Jones Junior-Senior High School. Powers, Myrick, Glade, and Sandersville Elementary schools send students to Northeast Jones Junior-Senior High School.

All elementary school facilities in the system, with the exception of Moselle and Soso, house grades one through six. The facilities at Moselle and Soso are utilized for grades one through seven. All three combination junior-senior high school facilities house grades seven through twelve.

2. Enrollments. There has been a trend toward a slight decrease in total enrollments in the school systems over the past ten years. The school system's enrollments have fluctuated around the 8,000 mark for the past ten years. The enrollments have decreased from 8,103 in the 1962-63 session to 7,886 during the first month of the 1970-71 session. The enrollments during the fifth month of the 1970-71 session are shown in Table IIIe.

3. School System Faculty. During the 1970-71 session there were 379 persons employed in the system as teachers, counselors, or administrators. Of this number, 65 possessed a master's or higher degree; 305 possessed a bachelor's degree, and eight had not completed the bachelor's degree. Five of the eight were qualified trade instructors employed in the vocational complex. In addition, the system employed teacher aides, secretaries, custodians, and other service personnel.

4. School System Administrative Structure. The Jones County School Board members, as well as the county superintendent, were elected by the people in general elections. The specific administrative structure for the operation of the system is depicted in Figure IVe.

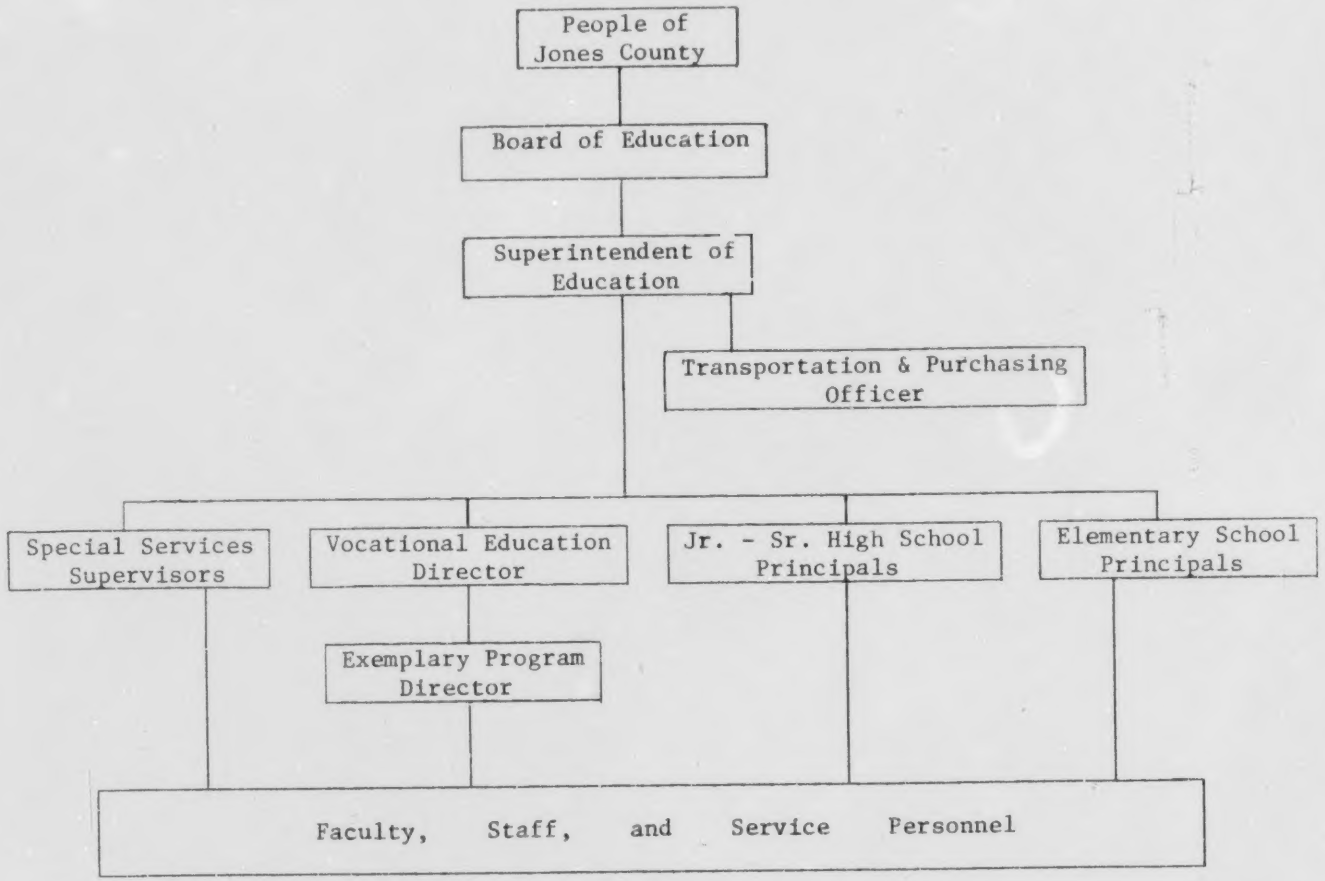
5. School System Curriculum. The number of units (or credits) required by the school system for graduation increased to 17½ during the 1970-71 session and will increase to 18 during

TABLE IIIe.

Jones County School System Enrollment During 1971-72 Session (By Attendance Centers)

Attendance Centers	Enrollment During 5th Month	Average Daily Attendance
Combination Jr. - Sr. High Schools (Grades 7 - 12)		
Northeast Jones	1,204	1,171.30
South Jones	1,146	1,096.50
West Jones	1,496	1,422.80
Jr. - Sr. High Total	3,846	3,690.60
Elementary School (Grades 1-6)		
Calhoun	529	504.10
Ellisville	854	803.90
Glade	465	455.65
Myrick	267	253.40
Pendorff	267	253.40
Powers	220	206.10
Sandersville	310	292.15
Shady Grove	560	532.60
(Grades 1-7)		
Moselle	343	322.95
Soso	300	291.55
ELEMENTARY TOTAL	4,118	4,065.92
SYSTEM TOTALS	7,964	7,618.15

Figure IVe. Jones County School System Administrative Structure


People of Jones County
Board of Education
Superintendent of Education
Transportation & Purchasing Officer
Special Services Supervisors
Vocational Education Director
Jr. - Sr. High School Principals
Elementary School Principals
Exemplary Program Director
Faculty, Staff, and Service Personnel

the 1971-72 session. This apparently may be a significant factor in the future enrollment of students in the centrally located vocational complex. Students enrolling in the vocational complex for classes one-half of the school day may find it difficult to meet graduation requirements in what is considered the normal time span of four years. Specific requirements for graduation in the system for 1970-71 were:

English - - - - - - - - - - - - - 4 units
Mathematics - - - - - - - - - - - 2 units
Social Studies - - - - - - - - - 3 units
  (Miss. History - ½)
  (Civics - ½)
  (American History - 1)
  (American Government - ½)
  (Social Studies elective - ½)
Science - - - - - - - - - - - - - 2 units
Electives - - - - - - - - - - - - 7 units

6. Dropout and Transfer Trends. Based upon statistics approximately 63 percent of all students entering the first grade in the system will complete high school. During the 1969-70 school year approximately three percent of the students were listed as school dropouts. The fluctuation of enrollment during the school months seemed to indicate that perhaps more transferring of students takes place than in most rural systems in the state. This may be partially explained by the high mobility of students' parents who are engaged in oil industry occupations of which there are many in Jones County. In addition, changes in the employment picture in the area may be causing families to seek employment away from the area of residence.

7. Financial Status of School System. Over a ten-year period local revenue for the support of the school system increased 45 percent. During the same period state revenue for the school system also increased 48 percent. Total revenue expended by the school system (not including capital outlay) during the 1969-70 session amounted to $3,484,151. Of this amount, $756,196, or 21.71 percent, came from local sources; $2,205,648, or 63.30 percent, from state sources; and $522,307, or 14.99 percent, from Federal sources. The expenditure per pupil increased from $191.50 to $406.64 in the ten-year period ending with the 1969-70 session. The tax levy (25 mills) for the school system is the maximum allowed under State law.

II. THE EXEMPLARY PROGRAM

A. BACKGROUND INFORMATION

1. Origination of Program. The Exemplary Programs and Projects Section of the Vocational Amendments of 1968 offered an unparalleled opportunity to integrate more effectively proven concepts in vocational education with the total school effort. It allowed for a concentrated effort in providing school experiences that were meaningful for all students. The decision was made to commit all funds received in Mississippi from the Exemplary Programs and Projects Section (both the State and USOE Commissioner's share) to one project in a school system which would demonstrate the feasibility of the career-centered concept. The allocation of funds into one project was an attemp to make the greatest impact upon vocational offering in a school system which could demonstrate to teachers, administrators, and students in other schools in the state the effectiveness of the career-centered concept.

   The Jones County Exemplary Program was to begin on July 1, 1970. However, delay in final approval of the project caused some delay in the start-up time of some areas of the program. The contract for the third-party evaluation was not approved until February 1971, thus causing a delay in the collection of baseline data. The project was in its second semester of operation, which prevented the use of pretest evaluation materials during the first year's operation by the contractor. Baseline information on students was obtained from instruments utilized by the school system.

2. Modification of Existing School Programs. The implementation of occupational orientation classes resulted in a majority of students not being placed in study halls. Some teachers in the areas of vocational agriculture, home economics, and industrial arts were transferred into the exemplary program in various capacities. This resulted in a decreased offering in their specific teaching areas and an increased offering in occupational orientation.

   A special administrative structure was designed and implemented for the exemplary program. This structure is illustrated and discussed in other sections of this report.

B. SCOPE OF THE PROGRAM

1. Participants Served. All of the Jones County School System's approximately 7,886 students were involved with the program in some manner. Those not directly enrolled in the program classes were influenced through poster contests, recruitment, counseling

assembly programs, contact with students in the program, etc.

2. Objectives of the Program. The specific objectives by which the program was evaluated are delineated in the project proposal as being:

   -- To establish structural relationships which will facilitate implementation of the career-centered concept in the Jones County School System.

   -- To establish the necessary relationships with local businesses and industries to provide cooperative (work-experience) education in all aspects of vocational offerings in an effort to meet total manpower needs better.

   -- To provide intensive and short-term entry level skill training immediately prior to exit from the school, for those students who have not previously been enrolled in one of the regular vocational programs.

   -- To establish an intensive program of guidance-counseling-placement, relating to activities in Objective one above, and including activities which will assure adequate post-training work adjustment for each student.

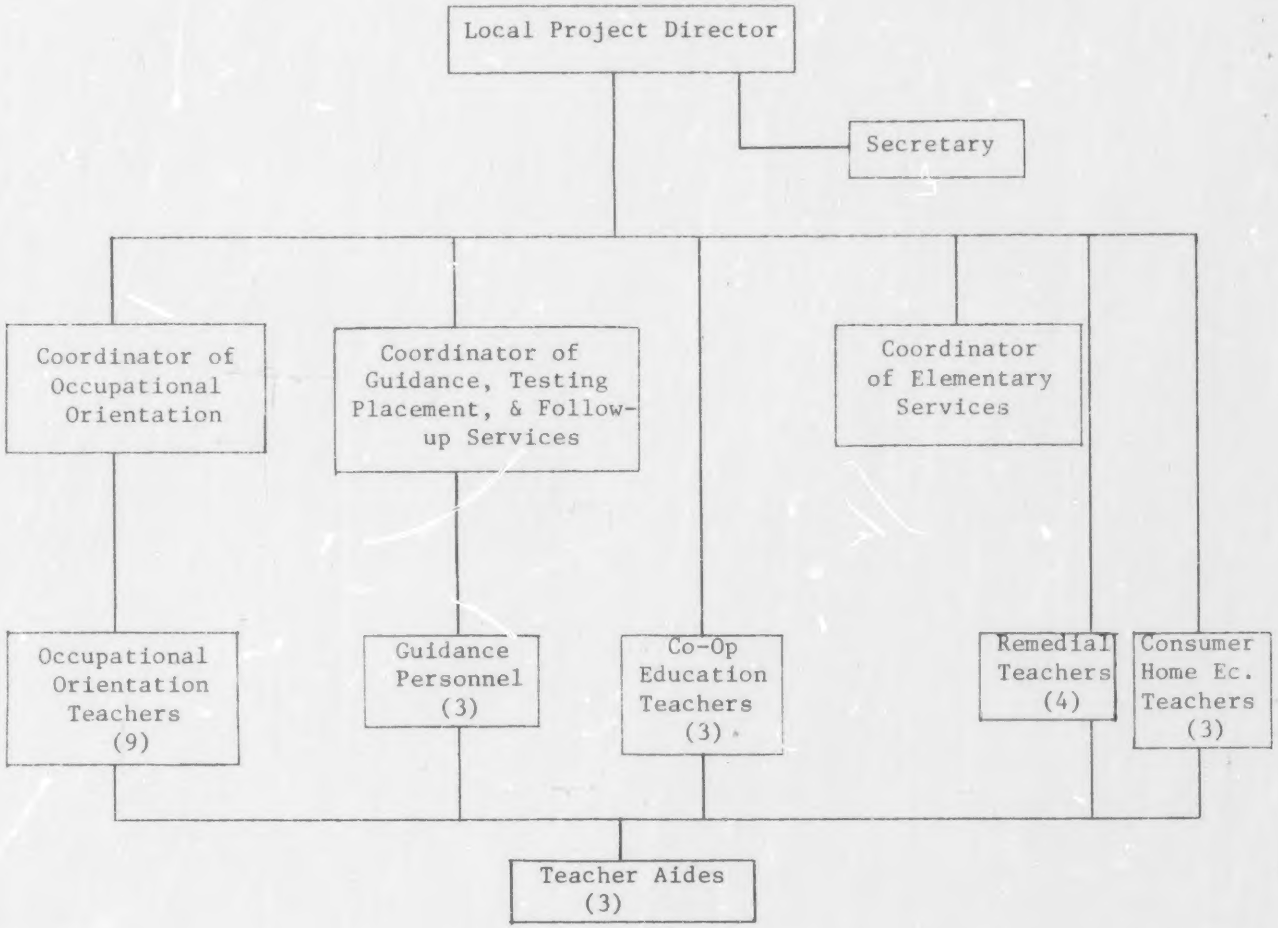
C. PERSONNEL

1. Personnel Added by the Program. A total of 27 new professional level staff positions were utilized in the implementation of the program at the local level. This number included positions in administration, coordination, counseling, and instruction. In addition, one secretarial position and three teacher aide positions were utilized in the project implementation. All 27 professional-level positions were filled with persons meeting the State certification requirements and having a minimum of a bachelor's or higher degree. The professional-level positions and administrative structure of the program are shown in Figure Ve.

2. Administrative Staff. The five persons employed to administer and coordinate all phases of the exemplary project had an average of 16.2 years of teaching and administrative experience at the beginning of the program. The staff possessed experiences from the areas of vocational agriculture, home economics, guidance and counseling, history, and elementary education, as well as administrative and supervisory experiences. The entire administrative staff devoted full time to administrative and coordinative activities.

   The local project director brought 21 years of vocational teaching and administrative experience to the program. He assumed

Figure Ve. LOCAL EXEMPLARY PROJECT ADMINISTRATIVE STRUCTURE


Local Project Director
Secretary
Coordinator of Occupational Orientation
Coordinator of Guidance, Testing Placement, & Follow-up Services
Coordinator of Elementary Services
Occupational Orientation Teachers (9)
Guidance Personnel (3)
Co-Op Education Teachers (3)
Remedial Teachers (4)
Consumer Home Ec. Teachers (3)
Teacher Aides (3)

responsibility for coordinating all phases of the program with the State Project Director, including recruitment, selection, and supervision of all personnel. In addition, he purchased equipment, supplies, and materials; arranged for consultative services; conducted in-service training of staff; conducted public relations activities; cooperated in evaluation activities; and made necessary reports.

The coordinator of placement, follow-up, and evaluation had 15 years' teaching experience. His duties and responsibilities included counseling with staff personnel and students; obtaining and providing vocational guidance information; collecting, organizing, and analyzing materials; utilizing measuring instruments; conducting follow-up of students; and assisting in placement of students.

The coordinator of occupational orientation had 25 years' vocational teaching and administrative experience. His responsibilities included coordination of equipment, supplies, and materials (purchase and utilization); materials development; assistance in course guide development and utilization; development of instructional materials; assistance in staff development; and assessment of the occupational orientation program.

The coordinator of guidance and testing had five years' experience in teaching and counseling. His responsibilities included synchronization of the testing program; interpretation of test results; obtaining and providing counseling materials; and assessment of the guidance and testing program.

The original administrative structure provided for a coordinator of cooperative education. This position was filled until the untimely death of the coordinator. Following the vacancy in the position, the recommendation was made to phase out this position and add a new position of elementary coordinator. This position was established in order to provide increased emphasis upon career development on the elementary level.

The elementary project coordinator's responsibilities included obtaining and distributing teaching aids, equipment, and supplies to elementary teachers; scheduling resource persons, films, etc.; assisting in the development of objectives, methods, and evaluation of the elementary activities; assisting in the survey of local resources; and conducting in-service programs on the elementary level. The coordinator also assisted in the overall planning, implementation and evaluation of the entire exemplary project.

3. Student Service Personnel. The exemplary program added one vocational guidance counselor to each of the three combination junior-senior high school attendance centers. The persons

employed in these positions all held master's degrees and averaged 4.7 years of experience at the beginning of the school year. Their responsibilities included collection, organization, and analysis of student information to be used in individual vocational and educational planning; providing counseling services; assisting in the selection of students for vocational courses; referral of students to local, state, and federal service agencies; assessment of counseling effectiveness; and assisting in interpreting the aims and objectives of the exemplary project to students, faculty, parents, and the community.

4. Instructional Personnel. The exemplary program added two cooperative education teachers, nine occupational orientation teachers, four remedial education teachers, three consumer education teachers, and three teacher aides to the regular instructional staff. All of the teachers and teacher aides were assigned to the three combination junior-senior high school attendance centers with the exception of one remedial teacher who was assigned to the vocational complex. All instructional personnel meet State certification standards.

   Only two of the three junior-senior high schools had cooperative education teachers due to the lack of qualified applicants for the positions. Both teachers hold bachelor's degrees and averaged 1.5 years of teaching experience when employed. The cooperative education teachers' responsibilities included: working closely with guidance and counseling personnel in the selection of students; arranging for student training stations; providing individualized student study; developing of training plans; developing public relations program; and supervising students at on-the-job training stations.

   Of the nine occupational orientation teachers, all hold bachelor's degrees and one holds a master's degree. The teachers averaged 3.9 years' teaching experience at the start of the program. Their responsibilities included providing students with sound knowledge and experiences for making career choices; assisting students in self-assessment; assisting students in understanding the American economy and the world of work; and maintaining follow-up records.

   The four remedial teachers averaged 8.8 years of teaching experience at the beginning of the program. Three of the remedial teachers were assigned to the junior-senior high school attendance centers and one to the vocational complex. Their responsibilities included developing an instructional program for dropout-prone students; developing a system for selecting students needing remedial assistance; adapting remedial subject matter to vocational choices of students; providing remedial instruction; and assisting the faculty in providing remedial instruction in specialty areas.

Each of the three junior-senior high school attendance centers was provided with one consumer education teacher. The three teachers possessed an average of nine years' teaching experience. Their responsibilities included planning, developing, and utilizing units of instruction in consumer education for students; conducting a visitation program; surveying opportunities; utilizing news media for consumer education activities; and assessing the consumer education program.

Two of the three teacher aides in the program had some college training. Each junior-senior high school attendance center was assigned one teacher aide to be utilized in duplicating materials; monitoring study activities of students; assisting in record keeping; assisting in the development of teaching aids; and operating audiovisual equipment.

5. Recruiting and Maintaining Personnel. Due to the delay in final approval of the program, difficulty was encountered in filling teaching positions in the program early enough to conduct an intensive pre-service training of staff before the opening of the school year. Only one position, that of cooperative education teacher, was not filled during the year, and this was due to the unavailability of qualified applicants. This position was filled for the coming school year. Two vacancies in positions appeared during the school year due to illness and death. One position was filled without difficulty. The other position, that of cooperative education coordinator, was phased out of the program to create a new position, elementary coordinator, that provided added thrust to the career-centered concept in the elementary schools. Two occupational orientation teachers and one counselor in the program resigned at the end of the school year to accept employment in other school systems. These positions were filled, and a number of other applications were put on file.

D.. PROCEDURES

(The Jones County Career-Centered Curriculum was funded for a three-year period. This section of the report is an evaluation of the first year of operation.)

1. Physical Arrangements. The elementary level of the program required no special arrangement of facilities. An occupational materials and equipment center for each elementary attendance center in the system was established in or near the principal's office. This arrangement allowed for accessibility to all teachers in the attendance center and enhanced material utilization. All individual classrooms were used without having to undergo major rearrangement of furniture or furnishings. Occupational orientation courses in the junior high schools used existing industrial arts shops and standard classrooms

with little, if any, rearrangement of facilities. In one instance, a trailer classroom was used to eliminate overcrowding.

At two of the high school attendance centers remedial classes were held in classrooms equipped as language labs, and in one attendance center a regular classroom was used. At the vocational complex the remedial classes met in a conventional classroom.

All cooperative education classes were conducted in conventional classrooms. Consumer education classes at all three high school attendance centers were conducted in specially equipped trailers to facilitate the teaching of this subject.

Vocational counselors were provided with private offices. At two of the attendance centers the offices were in the general vicinity of the school administrative offices. At one school the office was adjacent to the cafeteria.

In all cases the physical arrangement was designed to enhance the integration of the program's activities and personnel into the on-going school operations. Classrooms and offices were arranged to as not to place all segments of the exemplary program in one specific area of the school plant.

Classroom teachers in the program were given maximum flexibility in the utilization and furnishing of their respective classrooms and/or shop facilities. While many identical materials were used in the classrooms, teachers arranged and utilized them in different ways.

The vocational complex (centrally located) was used as a purchasing and storage area for supplies, materials, and equipment (shared among all schools in the system). Teachers were provided supplies, materials, and equipment as requested from the central staging area.

2. Review and Planning. A number of planning and review sessions were held during the year. These sessions included the state exemplary project director, local exemplary project administrative personnel, Jones County School System administrative personnel, personnel from the State Division of Vocational-Technical Education, and consultants.

The local exemplary project administrative staff engaged in daily planning and review sessions at the vocational complex. In addition, the staff participated in weekly planning and review sessions with personnel at the attendance centers. Personnel at the attendance centers were engaged daily in coordination of activities (planning and reviews). These sessions were conducted both during the school day and after normal school hours.

The utilization of daily planning and review sessions resulted in numerous modifications of the program's techniques and activities during the first year of operation. This effort accomplished a more uniform instructional program than is generally encountered in the start-up phase of most developmental-type programs.

3. In-service Training. A staff workshop was conducted for the purpose of establishing and clarifying the specific roles of all project personnel in performing and carrying out the objectives of the project, prior to the starting of school. All teachers and administrators in the system (not just exemplary project personnel) were involved in the workshop. In the workshop a detailed study of the project was made and personnel roles were established, along with methods and techniques for effective project implementation and advancement. Personnel from other agencies involved in the workshop were representatives from the State Division of Vocational-Technical Education, the Research Coordinating Unit at Mississippi State University (MSU), the Curriculum Coordinating Unit at MSU, and teacher education personnel at Mississippi State College for Women, Mississippi State University, and the University of Southern Mississippi.

   In-service activities were generally conducted along specific interest areas. The occupational orientation teachers, along with other key project personnel, were involved in weekly in-service training programs. These training programs included developing course objectives and outlines; improving teaching techniques and methods; developing and utilizing instructional materials; demonstrating effective operation and utilization of equipment; etc. In addition, most occupational orientation teachers were enrolled in special problems courses which were designed to aid the exemplary project, and were taken for graduate credit. Special consultants were utilized for all phases of the in-service training program.

   Remedial teachers met on a regular basis throughout the school session for in-service activities. All the remedial teachers attended a reading clinic held at a university during the session.

   In-service activities were conducted with elementary teachers during a three-months period at the latter part of the school year. These activities helped the teachers to incorporate occupational materials into their courses of study and to minimize duplication of effort.

At the close of the school year a one-month workshop was conducted for all exemplary staff personnel. During this workshop personnel reviewed activities of the program and developed plans for the approaching school year. Individual course objectives were established, course content outlined, materials developed and/or purchased, and techniques and methods refined.

4. Activities. The career-centered exemplary project was based upon the assumption that all children should be assisted by the school in making realistic career decisions. This assumption implies that a total school experience for students is preparation for life, with earning a living a prime focus. Through the project, components of the entire school system were focused upon the career development concept in order to increase the awareness of career choices among students. A summary of activities designed to bring about the objectives in the project is presented below.

The process began in the elementary schools by providing students with sufficient occupational information and counseling to meet the needs of all children according to their interests and abilities. To accomplish this, local exemplary program personnel provided services to elementary faculties which would aid in the incorporation of career development into the regular instructional program. These services included obtaining occupational information, providing counseling, providing resource persons, conducting workshops, seminars, and field trips. The elementary teachers did not teach vocations as such, but used careers with which the children came in contact to increase their awareness and knowledge of the world of work. The children's interaction with their environment, parents, peers, and others was utilized to enhance their interests in the world of work.

Each elementary teacher was assigned to one of several committees to coordinate the activities of the elementary schools in the career development process. These committees began the development of a course of study utilizing occupational information for each grade. For grades one through three the subject area and the grade levels were separated. In grades four through six, only the subject areas were divided. The career-information was presented to the students in the following manner:

Grade 1 -- Career information centering around the home and school.
Grade 2 -- Career information centering around the neighborhood and community.
Grade 3 -- Career information centering around surrounding communities.
Grade 4 -- Career information centering around the state.

Grade 5 -- Career information centering around
the United States.
Grade 6 -- Career information centering around
foreign countries.

Examples of some activities that were conducted for grades one through three are: a) students told what their parents did on their jobs; b) parents served as resource persons for classes; c) students made posters and dolls of parents and others in occupations; d) students used occupational coloring books; e) students role-played parents' occupations; f) students developed lists of job-related activities they perform at home; g) students read stories in basic and supplementary readers that dealt with occupations; h) students viewed visual materials on occupations; i) students used tools that were related to occupations they were studying; j) students played occupational games; and k) students made up occupational songs, poems, and riddles. This is only a partial list of activities used to incorporate career awareness into the regular instructional program, but it should give the reader some insights into activities which could be utilized to increase elementary students' concept of the world of work.

As the elementary students progressed to grades four through six, emphasis was placed upon students' enhancement of self-concept as related to career development. Such activities as: a) listing good and poor personality traits; b) classes choosing occupations of the week; c) conducting class appearance and personality contests; d) girls designing work clothes fashions; e) viewing occupational visual aids; f) discussing characteristics of persons needed to fill jobs; g) making collections of materials on jobs students would like; h) discussing types of persons needed to fill jobs students are interested in; i) collecting and studying "want ads" from newspapers; j) role playing employer-employee situations; k) studying and role playing jobs that their age group can obtain (baby sitting, paper boy, etc.); l) planning and role playing job hunts; and m) utilizing field trips and related activities in continuation of the career-centered concept. All activities were carried out by the regular elementary teachers (those not being paid from the project budget) with their respective classes. Exemplary project personnel aided with materials collection, equipment procurement, etc., but were not generally involved in classroom activities.

The exemplary project was extended into the junior high schools mainly through occupational orientation classes, consumer education classes, as well as remedial and counseling services. The occupational orientation course was designed to help students explore the world of work, including its requirements, conditions, and rewards;and to aid them in making meaningful career selections and decisions.

Occupational orientation teachers, with the aid of guidance personnel, utilized the Ohio Vocational Interest Survey (OVIS) and the Vocational Planning Inventory (VPI) to help students determine their occupational interests and abilities. Results of these instruments were used in course development as well as in individual and group counseling. Students were encouraged to use the knowledge of "self" gained from these instruments to explore effectively the world of work.

The basic structure of the occupational orientation course was provided by the Anne Roe's Schema[1] which grouped occupations into eight categories for study. These categories in which students studied and from which they received exploratory experiences were: (1) Service; (2) Business Contract; (3) Organization; (4) Technology; (5) Outdoors; (6) Science; (7) General Cultural; and (8) Arts and Entertainment. The class as a whole moved from category to category for the sake of educational expediency as well as to acquaint each student with numerous occupations. Each category was developed by a three-phase procedure. Phase I introduced the students into the occupational category by defining, identifying and clustering occupations within the category; analyzing employment data, mobility and trends; examining abilities and interests of persons successfully employed in the occupations; and determining qualifications necessary for employment entry. Phase II was the transition period for individual pre-planning which includes individual student's interests and abilities; relationship between educational level and employment level; identification of potential occupational clusters by each student; and collection of occupational information. Phase III was composed of individual student exploration centering around indepth exploration on selected occupations; exploration of manipulative elements of selected occupations; exploration of cognitive activities of selected occupations; self-evaluations; and the planning for entry into selected occupations.

Numerous activities and motivating techniques were employed to assist in meeting the objectives of the occupational orientation phase of the project. In the interest of brevity, an abbreviated list of activities conducted during the school term is presented in this interim report. These were:

-- Students engaged in various types of role-playing, including practice interviews.
-- Contests were conducted relating posters to occupations.
-- Resource persons from the local community came into the classrooms to discuss their respective jobs.

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[1] Roe, Anne. The Psychology of Occupations. New York: John Wiley and Sons, 1956.

-- Students acted out jobs through playing charades.
-- Letters of application, resumes, follow-up letters of appreciation, and letters asking for permission to use someone as a reference were written by the students.
-- Students wrote research papers on occupations in which they were interested.
-- Students set up bulletin boards depicting occupations.
-- Students related hobbies to occupational interests.
-- Want ads in newspapers were reviewed to determine job availability.
-- Personality check lists were utilized by students.
-- Field trips were conducted.
-- Occupational crossword puzzles were utilized.
-- Occupational games were utilized.

A unique grading system based upon banking procedures was utilized by the occupational orientation teachers. Each student kept a checking account and wrote checks to a savings account corresponding to the monetary value placed on his work by the teacher (see Sample A). A student was able to keep a current record (ledger sheet--Sample B) of the amount he had on deposit which corresponded to a letter grade. The system also allowed the student to obtain a loan at the end of the grading period (if necessary) to make up deficiencies in his account. These loans would be repaid during the next grading period with additional work assignments. This system allowed the student to know his grade at all times during the grading period, as well as providing instruction in banking procedures.

The occupational orientation teacher-pupil ratio was one to 92, with a 23-pupil-per-class average. A typical schedule for 8th grade students included English, mathematics, American History, science, and occupational orientation. Classes were composed of 50-minute time blocks. Some occupational orientation classes contained both sexes, while others contained members of one sex only.

The remedial education classes were open to students from the seventh through the twelfth grades on a voluntary basis. However, the largest percentage of the students (approximately 91 percent) were in the seventh and eighth grades. Remedial instruction centered around individual needs which, in most cases, were in the areas of reading and/or communications skills and mathematics. During the first year of operation, there was a teacher-pupil ratio of one to 39. Remedial class sizes were generally held to between eight and ten students per class in order to facilitate maximum use of individualized instruction.

Remedial teachers utilized the Stanford Diagnostic Reading Test, the Schonell Graded Work Reading Test, as well as informal

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No. SAMPLE A: 19

THE EXEMPLARY PROGRAM BANK
Laurel, Miss. 39440

NON-NEGOTIABLE

PAY TO THE
ORDER OF $
DOLLARS

FOR

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THE EXEMPLARY PROGRAM BANK
Laurel, Miss. 39440

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THE EXEMPLARY PROGRAM BANK
Laurel, Miss. 39440

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THE EXEMPLARY PROGRAM BANK
Laurel, Miss. 39440

NON-NEGOTIABLE

PAY TO THE
ORDER OF $
DOLLARS

FOR

SAMPLE B:

OCCUPATIONAL ORIENTATION --------- CHECK LEDGER

STUDENT NAME: ______________________________

Check Nbr.	Date	Check Issued For	Amount of check		Date of Deposit	Amount of Deposit		Balance	

reading inventories compiled by the teachers in the diagnosing of individual reading problems. To increase student interest, the classes engaged in such activities as building puppet play and filming the plays. Remedial activities were centered arou students' interests with special emphasis upon its relationshi to occupational interests. For example, if a student indicate interest in automobiles, his reading was centered around publications concerning them. If this same student needed assistan in math, the instruction centered around math as it could be utilized with his interests.

Consumer education classes were conducted for 8th grade girls in the exemplary project. The consumer education teacher-pupi ratio in the project was one to 93, with approximately 19 pupi per class. Activities were designed to provide experiences in such areas as grooming; clothing selection, purchasing, and construction; nutrition and selection and purchase of foods; human relations; occupational information; and occupational exploratory experiences.

The cooperative education teacher-pupil ratio was one to 15. One high school in the system did not employ a cooperative education teacher during the first year of the program's operation. Both programs were of the diversified occupations type which included a broad range of job-training activities. Acti ities conducted by teachers in the programs were designed to assess interests and needs of students; to recruit and select students; to place students in appropriate job-training statio to supervise students on jobs; to conduct individualized instr tion related to jobs; and to provide occupational counseling for students.

The guidance specialist-pupil ratio was one to 436 pupils enrolled in project courses at the junior-senior high school level. However, the guidance personnel also worked with students not enrolled in project courses. Guidance personnel at each attendance center conducted activities centered around the collection, organization, and analysis of information concerning students' interests, abilities, aptitudes, and personality characteristics; counseling with students concerni problems and planning; administering tests and maintaining records; assisting in the identification, recruitment, and selection of students for exemplary project courses, vocatio courses, and/or remedial courses; aiding students in obtaining needed services provided by local, state, and/or federal agencies; and interpreting the exemplary project to students, fac and parents.

The local exemplary project administrative personnel's (proje director and coordinator) activities were conducted out of the centrally located vocational complex. The activities centere around the supervision and in-service training of personnel; reporting and record keeping; conducting staff meetings; planning and implementing specific phases of the project; maintaining communications with all school system personnel; and conducting extensive public relations activities. In addition, a relatively high percentage of the local administrative staff's time during the first year of operation was spent in the selection, purchase, and distribution of materials, supplies, and equipment.

5. Instructional Equipment and Materials. The instructional aids utilized by the exemplary project included printed materials (books, bulletins, brochures, pamphlets, fly sheets, newspapers, etc.), occupational games and songs, audiovisual devices, occupational coloring books, and mockups. Many special materials such as occupational coloring books, occupational songs, occupational mockups, and occupational games, as well as other materials were developed and refined for use in the project. The project purchased on the open market a variety of materials and equipment which were utilized in the conduct of the project. A partial listing of major materials and equipment, along with methods of use follows:

   a. Audio equipment:
      - The three junior-senior high school attendance centers were supplied with solid state record players for use with records supplied with filmstrips. Remedial teachers have found these aids especially helpful.
      - Four cassette tape recorders were purchased and utilized. A series of on-the-job interviews with persons giving first-hand accounts of occupations was purchased on the open market in addition to personnel making tapes on occupations in the local area.
      - One reel tape recorder was purchased for the project.

   b. Visual equipment:
      - Each school was supplied with a 16mm projector.
      - Each school was supplied with a film-strip projector.
      - Each school was supplied with overhead projectors.
      - Each school was provided with screens, stands, and other visual support equipment.
      - One opaque projector was purchased for the project.
      - One super 8mm projector was purchased for the project.
      - One sound-on-slide system and accessories were purchased for the project. (Since such large numbers of students were being involved in field trips, industries felt they were able to oblige only a few classes per year for tours. The sound-on-slide system allowed industry to be brought into the classroom with its sounds and sights. Each slide with its magnetic sound disc is narrated by the person actually performing the operation at the time the slide was made. This system appears to have some distinct

advantages over motion pictures in that an individual slide may be stopped and occupational information studied in greater detail by students in the career development process.)

- One 35mm camera was purchased to make slides for the sound-on-slide system.
- Filmstrip series for the elementary, junior, and senior high levels have been purchased (such as Career Development and Guidance Series, Widening Occupational Roles Series, Vocational Product Series, etc.).

c. Printed materials:
Numerous printed materials were utilized in the exemplary project, and a sample of the types utilized will be reported.

(1) Sample of materials used in occupational orientation and guidance phase of the project:
- Dictionary of Occupational Titles (DOT)
- Encyclopedia of Careers and Vocational Guidance
- Counselor's Guide to Occupational and Other Manpower Information
- Educator's Guide to Free Guidance Materials
- Chronicle Guidance Kit
- Sextant Series
- Occupational Exploration Kit
- Junior Guidance Series Booklets
- Careers in Depth Series
- Occupational Outlook Handbook

(2) Samples of materials and/or equipment used in remedial education:

- Cyclo Teacher Learning and School Kit
- The Kaleidoscope Readers
- The Checkered Flag Series
- Happenings
- Reading Lab
- Reading Attainment System
- Phonics We Use Learning Games
- Britannica Junior Encyclopedia
- Language Master, with cards
- Reader's Digest New Reading Skill Builder
- Lesson for Self-Instruction in Basic Skills

6. Parent-Community Involvement. Parents were not utilized as much in the initial planning and implementation stages as the local project staff had desired, due to the lack of sufficient lead-in time. However, a directed effort was made to keep parents and the community-at-large informed about the objectives, activities, and progress of the project through different media.

Parents of students involved in the program received individual communications designed to increase their knowledge and understanding of the program. Examples (Samples C and D) of the types of communication designed to inform parents about specific areas of the program are included in this section of the report. In addition to letters sent to parents, individual conferences (both by phone and in person) were held with parents.

Mass media were utilized to introduce the project and to keep the public informed as to its progress. Several radio programs on WNSL-Laurel were utilized to acquaint the public with the project. In addition, several newspaper articles (Samples E-H) appeared in papers with local and statewide circulation. Programs were also presented to civic and other organizations which increased citizen understanding of the project.

SAMPLE C

SOUTH JONES HIGH SCHOOL

Dear Parents:

We would like to send you news letters about our program, the units and areas we will be studying in Consumer Home Economics education this year.

First, we believe we should give you an idea of what we are studying to help our students acquire some skills and abilities in the areas of home economics and family living, so that they will be better prepared for the future.

We have started our course of study with a unit on "Management of Personal Resources." This unit is a study of how we could improve the use of such resources as money, skills, abilities, energy and material goods.

Our next unit will be on "Good Health and Grooming" in which we will study good health practices to improve on or develop, to be a healthier and more attractive person. The use and value of cosmetics for teenagers related to cost will be covered.

We would appreciate any comments or suggestion you might like to make to improve our program for the students ultimate benefit.

Please feel free to visit us or call if you would like to ask questions or make a suggestion.

Thanking you for your cooperation, I am

Your truly,

Mrs. C. J. Ridgeway
Consumer Home Economics Teacher
South Jones Junior-Senior High School

SAMPLE D

TO PARENTS OF STUDENTS ENROLLED IN OCCUPATIONAL ORIENTATION

It has been called to our attention that some parents of students enrolled in Occupations Orientation are concerned that the class is being directed toward the non-college student. This is not the case.

The purpose of Occupational Orientation is to expose students to as many facts as possible concerning the world of work. Students will be given a broad survey dealing with job opportunities that will be available to them as future wage earners. The students will also be taught future trends in the world of work, requirements for entering different occupations, salary expectations, nature of the work involved in various jobs, and other facts that will assist students in choosing the field of work that they wish to enter.

At no time will a student be coerced into a program of study that is not of his choosing. Students have at their disposal trained vocational counselors to assist them in better understanding themselves and their potentials for the particular vocations in which they are interested.

The purpose of Occupational Orientation is not to have a student make an irreversible choice at his particular stage of life, but to assist him to understand the world of work and his particular potentials for occupations in which he is interested.

Again, Occupational Orientation is designed for all students, the college bound and the non-college bound student. The decision to go to college or not to go to college can only be made by the individual, not the Occupational Orientation teacher or the vocational counselor.

Teachers and counselors will only present to students information about himself and the world of work in order that he can hopefully make the best choice possible concerning his future occupation.

If you desire further information concerning the Occupational Orientation class, please contact your child's teacher or one of the following people:

Reese T. Ishee, Director
Clifton Wade, Coordinator of Occupational Orientation
Jasper Fail, Coordinator of Evaluation and Follow-Up
Ken Morris, Coordinator of Guidance and Testing

SAMPLE E:

Pilot Program In Exemplary

By REESE ISHEE
Director Of Exemplary Program Jones County Schools

Many accomplishments have been made this year in the exemplary program since its inception in July 1, 1970. These actions involved teachers, parents, students, administrators, coordinators, state and local directors, and other personnel who are interested in the student. All personnel in the exemplary program have attended and taken part in professional meetings and workshops, both locally and on state level. A questionaire was developed for registeration of pertinent information on IBM DATA processing cards. These are presently being recorded and punched by Mississippi State University.

A volumnous amount of materials, supplies, and equipment, has been and is being added to the Jones County school system. Letters, public addresses to clubs, and by various news media have helped to disseminate the actions of those involved in the program. Since this exemplary program is a pilot program, job descriptions have been completed and adopted by the state department of all personnel in the program. Due to the lateness of the programs inception, administrators, coun~~selors~~ coordinators, teachers, and students were involved in some swift adjustments that were made by good cooperation by our school administrators.

After commencing the program, which involved approximately 1300 youth, social security cards were processed for each student, with the cooperation of the local social security administration. Selection of various interest inventories and aptitude test were made and administered in interest of helping the student to develop interest in and relate ideas of his interest and ability to perform various vocational feats. The Ohio Vocational Interest Survey, vocational planning inventory, accompanied the California Mental Maturity and California Test of Basic Skills (adopted anew as the California Achievement test) in helping the teacher, counselor, and administrator do a better job in helping our youth.

Other Measurements

Other measurements adopted and used include the Stanford diagnostic reading test, for those who may have had or are having a problem of a definite nature in reading skills. Those who are interested and are participating in cooperative education are also exposed to the Kuder Vocational for Proper Placement. For those students who give evidence of interest and register for specific vocational training at our Jones County Vocational Complex, a general aptitude test battery is administered for better ascertaining the student's interest-ability. This battery is administered by the vocational personnel.

A prodigious amount of free materials have been gathered from throughout the nations, as the coordinators and director studied these for better administration and execution of the program. Various resource personnel have been enlisted into the program at various times for vocational information dissemination to the student body in fields of unique interest. Through liaison effort various courses are being offered by U. S. M. and Miss. State for benefit of those in the program. All occupational teachers are presently enrolled in a field course with SOUTHERN. Many of these instructors and other personnel also carried special courses at Miss. State during the summer. Inservice programs are being conducted with this personnel each week along with coordinators and director.

REESE ISHEE

Information has been gathered from the labor department concerning child-labor and work permits have been made available for those students who are juniors and-or seniors who are working in cooperative education. Recent developments include a change in the grading system to that of a monetary check system, where the student is able to keep record of his achievements by book-keeping methods of training. Occupational games, cross-word puzzles, word-o-grams and other brain teasers have become an integral part of the occupational program, which involves the student.

Sketched Maps

The students have sketched maps of their home location for benefit of the teachers who are in the program, to make visits for consultation with both students and parents to better serve our vital interest — the student. The occupational teachers have divided Roe's classification, with each taking four areas and industrial arts is drawing from eight areas for instruction purposes. A three-way rotation of the student is involving all students in the program in industrial arts, occupational information, and consumer education. The students help in their study by special research, and by posting the data found concerning the various job descriptions. A series program is planned from grades 1-10 with the privilege of the 11th and 12th years being able to carry the occupational information orientation course with those in the 10th year as is felt feasible. Grades 1-7 will be taught with home-room teacher instruction, coordinated by exemplary personnel.

A number of consultants have been made available from the University of Southern Mississippi, Mississippi State University, and the State Department of Education. Bi-monthly evaluations are being conducted with a follow up of quarterly reports, which are submitted from local and state level to the United States Department of Education.

This is a pilot program, the only one of its specific kind in the United States. Schools in Jones County have the eyes of the United States focused on them. Innovations are adapted and improvised. Students become more involved. Preparation and outlook for the future looks good much progress has been and is being made. All are cooperating to make this exemplary program a success. Administrators, counselors, teachers, and other school personnel, employment services, business, and industry, parents and students.

Invitational public addresses have been made to clubs, and school groups. Radio spots, news articles, personal letters, ET AL have been a part of disseminating the news and helping to inform the public of the Jones County Exemplary Program.

SAMPLE F:

16 The Clarion-Ledger JACKSON DAILY NEWS
SECTION A Sunday, July 18, 1971

Career Centered Courses Doing Well, Jones County

Last fall the students in the Jones County school system began a program, unique in Mississippi, geared to teaching every boy and girl, beginning in the first grade, everything that it is possible to teach about the world of work—the skills required, the financial rewards, the place in society of the occupation, the advantages and drawbacks and the personal traits required of a particular occupation. The over all program is called a "Career Centered Curriculum."

The concept for a career centered curriculum came from various ideas. Actually it was a natural process of educational evolution based on the need for a course of study to meet the needs of the boys and girls of the state.

FOUNDER

Credit A. P. Fatherree, state director vocational education, for getting the program going in Mississippi. Fatherree has been directly involved with the vocational education in the state for 46 years. He had long seen the need for boys and girls to get the education that prepared them to make the maximum contribution to society.

It was not until 1968, when Congress authorized funds for such projects, that it was possible for the career centered curriculum to get started.

Under Fatherree's guidance the state vocational education staff, along with the vocational curriculum laboratory at Mississippi State University, prepared a plan for a career centered education.

Several schools were contacted before one was found willing to deviate from the traditional college preparatory curriculum to one which was career centered.

Jones County, under the leadership of A. C. Knight, county superintendent of education, along with members of the county board, Alonzo Nicholson, Jimmy Rowell, W. T. Shows, Lonnie Knight and Donald Bryant, accepted the responsibility for attempting such a program. After negotiating with the U.S. Office of Education for 12 months, the program was finally approved in June 1970 and got under way the following September.

The program consists of a course of study beginning in the first grade continuing through the twelth. Grades one through six are devoted to teaching the child to become aware of the world of work. Reading, writing and arithmetic are taught through study of various occupations rather than reading about Dick, Jane and Sally.

PRINCIPALS IN JONES COUNTY PROJECT — Guiding the Jones County Career Centered Curriculum program are, front row from left, A. P. Fatherree, state director, vocational education; A. C. Knight, Jones County superintendent of education; back row, from left, J. H. McMinn, coordinator, research, curricula and teacher training, vocational division; D. T. Johnson, Jones County vocational education director and Reese T. Ishee, local project director.

BULLETIN BOARDS USED FOR INFORMING—Lester Boyles, counselor, points out an item on the bulletin board to A. C. Knight, county superintendent, Mrs. Juanita Jeffcoat and Bob Davidson, both teachers in the Jones County program.

7TH GRADE

When the student reaches the seventh grade, he goes into an in-depth survey of the world of work.

The eight and ninth grades are devoted to an intensive occupational orientation program where the students study and are exposed to as many occupations as is possible. This is done through team teaching, field trips, films and other teaching aids, all pointing toward helping the child make a meaningful choice of an occupation.

The tenth grade is prevocational education, at which time the student is taught basic principals and skills of a cluster of occupations in which he shows an interest. For example, students interested in industrial occupations are given one year of industrial arts. Those interested in agriculture are given one year's instruction in basic agriculture.

The eleventh and twelth grades are devoted to occupational preparation. Students are carried to a central vocational complex where they are taught and drilled in the occupation they have selected.

At the completion of high school the student has a choice of continuing his education in a 4-year college, going into employment, or entering Jones Junior College for more specialized study in trade of technical courses.

SERVICES

During all this time—from the first grade through junior college—vocational guidance and counseling services are offered to the student, his teacher and his parents.

At the beginning of the program in September of last year, there was some resistance on the part of some faculty, students and parents. Many teachers found it difficult to break away from the college preparatory educational concent. As the program progressed this resistance began to weaken and, prior to the close of school, all resistance had vanished and everybody involved in the project was enthusiastic.

A. C. Knight says that Jones County will never have the old kind of traditional college preparatory education again. Says Knight, "Efforts will be increased to offer a curriculum that will enable all the children to leave school with a saleable skill or be prepared for further academic education in college."

Classroom teachers have been caught up by the success of the program too. One teacher said, "I'll never be the same kind of teacher again."

Recent evaluation of the program by members of the U.S. Office of Education were high in their praise of the program, and one official stated that the Jones County project was the best of its kind that he had observed in the nation.

FULL SUPPORT

Dr. Garvin Johnston, state superintendent of education and his staff are giving the program full support. Dr. Johnston said, "I'm glad to see the idea of a career centered curriculum catching on in our state. Four more schools will initiate the program in the 1971-72 school year."

The Jones County program has been supervised from the state level by J. H. McMinn, coordinator, Research, Curricula and Teacher Training. Ken Morris, who has been directly involved in the Jones County project for the past year, recently joined the state staff to help supervise the new programs starting this fall. Reese T. Ishee is the local project director.

Interest is being shown in the program in other parts of the country. A. P. Fatherree has been invited to present a description of the concept to a meeting of the National Associ[illegible] of State Directors of Voca[illegible]l Education in Portland, [illegible] this fall.

SAMPLE G:

From Laurel newspaper: Occupational Orientation Theme of Lions Program

Sandersville, Mississippi

"Whatever a child is capable of doing, that potential should be developed," Reese Ishee told Sandersville Lions at their first May meeting. "His happiness depends on the right choice."

Ishee is Jones County project director for Occupational Orientation, a state - federal program designed to assist students to find themselves. In simple language, the aim is to spot talent and then help it move in the proper direction. Ishee was introduced by Ed Blackledge.

According to him, children as far down as second grade are encouraged to begin thinking about what they would like to do in life. The posters they make are quite revealing as to the types of endeavor that look good to them at present. To be sure, their interests may change a half-dozen times before they reach maturity.

The program includes guidance counseling as well as remedial work in any subject in which the student may be weak. There is now one remedial teacher in each of the county's three high schools.

Reading receives special emphasis. Ishee mentioned one student who was assigned to use a lathe but couldn't read the instructions. For another, a 12th grader, extra instruction paid off and he was able to read the school paper for the first time.

At the big A. P. Fatherree Complex across from the Dixie golf course, Ishee pointed out, students are taught metal trades, auto mechanics, industrial electricity, building trades, industrial drafting and business-office work. The complex is well equipped, one machine alone costing more than $50,000. Twenty-seven are enrolled.

SAMPLE H:

Laurel Kiwanians Hear Two Speakers, 2 Topics

Members of the Laurel Kiwanis Club had a double program Wednesday — a brief demonstration of the National Education Week on Smoking (NEWonS) program being given in the schools and a fuller discussion of the Jones County Schools' Exemplary Project.

C. W. (Sonny) Farrar, director of health and physical education, Laurel City Schools, presented the anti-smoking demonstration using "Smoking Sam," a cigaret-puffing mannequin which demonstrates the effects of smoking on the lungs.

After Farrar's brief presentation, W. D. Gordon, January program chairman, introduced Reese T. Ishee, Exemplary Project director, and Ken Morris, the project's vocational guidance coordinator. Morris was the speaker.

He told the Kiwanians the Exemplary program incorporates the new concept of a career- centered curriculum. It gears all of a student's school life to helping him establish an occupational goal and work toward accomplishing it.

According to Morris, the program attempts to provide skills in the three fields necessary to a fruitful and happy life: Sociological psychological and occupational.

Pointing out the nation-wide drop-out rate, between first grade and graduation is 30 per cent, while the rate in some parts of Jones County is 50 per cent, Morris said it has become evident children become interested in possible vocations early, but most vocational guidance has been found outside the schools. It is this trend the Exemplary Project seeks to change.

One phase of the program is the occupational orientation class. Each of Jones County's three junior-senior high schools has three teachers in this field, plus teacher assistants. These courses give the students a broad look at occupational opportunities, Morris explained.

Several methods are used to accomplish this, including regular classroom lectures, guest speakers, film strips and films.

The vocational guidence counselors — to which each school has had an addition of one — provide more extensive information on career fields in which students become interested, including educational and other requirements. They also administer vocational aptitude and vocational interest tests to help the students with career choices.

Morris said one extremely valuable phase of the program is remedial studies. He said emphasis is placed on reading because that is the main problem, but help in mathematics and other fields is offered if necessary.

The cooperative education program is the portion which allows students to attend classes half a day and work the other half. It provides on-the-job training for them.

Finally, there is the consumer economics course, which trains students in home finances, marketing, purchasing and budgeting. Morris noted this class primarily attracts girls — the future housewives.

He pointed out the Exemplary Program is separate from the Jones County Schools' Vocational- Technical Education program, though the two work together and the Exemplary Program offices are in the A. P. Fatherree Vocational - Technical Complex.

The vo-tech program actually offers classes in career areas: currently auto mechanics, industrial electricity, building trades, business and office machines and industrial drafting.

"We are attempting to solve some of the complications the students in Jones County are going to face in making vocational decisions and to provide for those who are not college bound," Morris asserted.

He pointed out the Exemplary Program is not a novelty because the courses and services within it have been offered basically before.

"It is the only one of its kind in the United States, as far as we know," he declared. "We have taken the best of all the areas of vocational education and combined them in one program."

"Our goal is to help our students get an early start, whether they are planning for college or a career immediately after high school," the guidance coordinator concluded.

W. D. Rayner, Nashville, Tenn., Kiwanian, and Chuck Reddoch were welcomed as guests.

Attendance prizes, given by John D. Parker and R. G. Patterson, were won by Lavon Boyles and Charles Brett.

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2 Leader-Call., Laurel, Miss., Sat., Feb. 6, 1971

IN JONES COUNTY

Set Observance Of Vo-Ed Week

National Vocational Education Week, Feb. 7-13, is being observed in Jones County, according to Reese Ishee, Jones County director of the Exemplary Program.

"It is important for education, industry, and business to realize that only eight per cent of those students who enter elementary educational institutions in the state will complete their college works," stated Ishee.

"Mississippi has taken great leadership in trying to reach the other 92 per cent of our youngsters who must also fill a place in our society," he said.

There are now 1,759 high school programs, 264 junior-senior college and 1,618 adult programs included in the 3,641 vocational programs in operation in 457 schools in Mississippi. The enrollment in these schools reaches more than 110,660 students.

The 92 Per Cent

Ishee claimed for many years our school systems have operated solely on a college preparatory program for only eight per cent of the students, while 92 per cent of all students left high school without special preparation for a vocation.

"Although they have their diplomas, maladjustments result vocationally," Ishee observed. "A person may work in a field in order to make a living, rather than be competently trained to enter a vocation he will like and be able to compete in because of his vocational training," he went on.

Ishee suggests that the majority of youngsters who enter elementary school be given the opportunity of vocational preparation.

"Jones County is taking a lea by informing the students of th 'world of work', through the E emplary Program which reac es most every student who e ters the eighth grade," accor ing to the director. This is ot er than the long - time esta lished vocational programs agriculture, shop and home ec nomics.

The Exemplary Program is specialized service which is co cerned with occupational info mation and which gives instru tion to students concerned wi the "world of work".

On Job Training

Cooperative education give students the opportunity to e perience on - the - job trainin under supervision, receive hig school credits toward their gra uation, and receive a propo tionate amount of pay for the services through cooperatio with the on - the - station wor program.

Ishee noted other program which give special emphas to preparation for the job i clude consumer education an remedial education.

The Exemplary Program Jones County has a number specially trained personnel, wh are able to give professional a sistance through testing, cou seling, instructing and aidin the student in proper placeme for and in the world of work

The director said industry, bu iness and the employment se vice have proved their intere in the 92 per cent of the stu ents by offering employmen consultive service and full coo eration to make National Voc tional Education Week be a rea ity this and every week.

7. Budget. The program was designed to involve each pupil in the school system and all costs (including the on-going vocational programs) concerned with career development were included in the budget. A total of $600,563 was budgeted for the first 12 months of operation. Of this total, $224,040 came from exemplary funds, $239,163 from State and other Federal funds, and $137,360 came from local funds. The exemplary funds made up 37.3 percent of the entire budget for career development in the school system.

Approximately $50,000 of the budget was considered to be "start-up" funds for the career-centered phase of the program. If "start-up" funds are considered for "new" regular vocational programs which were started in the vocational complex at the same time the total "start-up" costs increased to $166,887.

Per-pupil cost is presented in this section in two different ways. First, the per-pupil cost is presented for the total program (total vocational costs, including career-development phase, of the system, divided by the number of students involved in the program). This cost amounted to $76.16 per pupil, of which $25.03 per pupil was considered to be "start-up" costs. Secondly, the per-pupil cost is presented as it concerns the career-centered exemplary project. The per-pupil cost of this phase of the program (total exemplary project costs divided by the number of students involved in the program) amounted to $28.41. Of this amount, approximately $6.25 was considered "start-up" costs.

III. EVALUATION ANALYSIS

The evaluation section of the first interim report was devoted to a process evaluation. With the implementation of the exemplary project on the career-centered concept, it was felt that evaluation activities could make the greatest impact on the implementation phase of the program by focusing upon the process. Deficiencies in the process detected at early stages could best be corrected with the least amount of confusion if evaluative data concerning the process were continually fed back and incorporated into redirecting programmatic efforts. Therefore, evaluation activities for the first year of operation were centered around the "process."

Included in the process evaluation were data collected from analysis of records and reports; analysis of program operation; judgments of qualified observers; analysis of instructional materials, techniques, and methods; analysis of equipment and supplies, purchase and utilization; analysis of opinions of program staff, State Division of Vocational and Technical Education personnel, consultants, school system faculty and administration, parents, and students. In addition, special emphasis was given to in-service education activities.

The process evaluation in the 1970-71 interim report centered around the use of the program's educational goal as a standard by which the outcomes of the project were assessed. The authors utilized the project's objectives in the realm of an educational goal and developed specific evaluative objectives for the purpose of analysis.

PROGRAM GOAL -- TO ESTABLISH STRUCTURAL RELATIONSHIPS WHICH WILL FACILITATE IMPLEMENTATION OF THE CAREER-CENTERED CONCEPT IN THE JONES COUNTY SCHOOL SYSTEM.

1. Evaluation Objective: To provide an administrative organization for efficient operation of the program.

   The administrative structure designed to implement the project provided for functional operation of the program, with some modification. During the first year's operation, it became apparent that if the objectives of the project concerning implementation of the career-centered concept on the elementary level were to be attained in the shortest possible time span, a position in the administrative structure, with specific responsibilities on the elementary level, should be developed. This recommendation was made to the State and local project directors. This decision was made to create the position of coordinator of elementary services and phase out the position of coordinator of cooperative education. This change was the only one recommended and made in the original administrative structure.

Evaluative personnel attribute much of the success of the administrative organization's efficient operation to the effort demonstrated by the administrative personnel involved. When problems arose, all administrative personnel focused their activities on the problem in a team effort. As the project progressed, job descriptions for administrative personnel were modified to include additional responsibilities as the situation demanded.

Project administrative personnel were well qualified to handle the planning, implementation, and operation of the program. At the start of the project, local administrative personnel averaged 16.2 years of teaching, counseling, and/or administrative experience. The administrative personnel met or exceeded the minimum qualifications set forth in the original proposal.

Record and report analysis conducted by the evaluative team disclosed a comprehensive system of record keeping on both the local and the State levels. Written reports on the local level tended to be concise and in some cases did not contain enough information about selected phases of the project to give a complete picture of the operation to persons who had not visited the project.

The administrative personnel used several procedures to keep the lines of communication open for project personnel. Letters, memos, and conferences were utilized effectively for keeping individual communication lines open. Group communication was obtained through the use of weekly staff meetings and participation in committees, conferences, and workshops. The only communication difficulties observed occurred during the initial phase (first six months) of the project. These difficulties resulted from too many different solutions to the same problem being offered to the different project personnel at the same time by consultants and other persons with specific expertise who worked with the staff during this phase. This communication difficulty was alleviated to a great extent when all consultants' recommendations and suggestions were channeled through the State and local project directors before implementation--thus allowing for the interfacing of recommendations throughout the project staff.

The administrative personnel devoted as much time as possible to the supervision of personnel. However, due to the urgent need to purchase equipment and supplies and to conduct curriculum development activities, etc., during the initial phase of the project, the staff's supervisory activities, as far as some personnel were concerned, were limited. The administrative staff utilized the principals in the attendance centers as much as possible for on-site supervision of personnel. Priority was given by the entire administrative staff to the supervision of beginning personnel and to those with apparent weaknesses in performance. Supervisory activities pointed out special areas of concern in the program around which in-service training and staff development programs were conducted.

The purchasing procedure outlined for equipment and supplies was noted to have caused some concern among teachers and local administrative personnel. The laborious procedures of first receiving prior approval on all equipment and supplies from the State Department of Education, then advertising the items for bid then submitting purchase orders, and then finally receiving the items, created a time-lag for use in the program which was never overcome during the first year of operation. All purchases of major items were completed prior to the beginning of the second year of operation.

During the year numerous budget revisions were necessary to allow the most effective operation of the program. All revisions in th budget were cleared through the State Project Director and the appropriate U.S. Office of Education personnel before being enacted. The operating budget depicted funding from Regular Part Vocational Funds, State Funds, Part G Vocational Funds, Local Fun as well as Exemplary Funds. Exemplary Funds made up approximatel 37.3 percent of the funds utilized in the career-centered curricu Analysis of the final budget revision indicated that approximatel 58.6 percent of the budgeted funds were spent for personnel salaries and employee benefits; 1.8 percent for travel; 7.8 perce for supplies and materials; 1 percent for testing; 29 percent for equipment and 1.7 percent for contracted evaluation. The total cost per student in the system for the career-centered curriculum during the first year was $76.16. Of the $76.16, a total of $25. was what was considered start-up costs. This brought the total operational costs to approximately $51.13 per student for the fir year of operation. Of this cost ($51.13) $28.41 per student was spent from Exemplary Funds.

2. Evaluation Objective: To provide adequate facilities for the operation of the program.

The project was begun at the same time that the school system ope under a unitary system for the first time. This resulted in the closing of some of the system's facilities and an overcrowding of the remaining facilities. Despite this obstacle, the facilities provided for the project at the outset were good, with a few exce tions. All schools in the system were in the process of expandin classroom space at the opening of the school session. In additio three mobile classrooms were erected for use by the project class

Facilities utilized by the local project administrative staff included a private office which housed the local project director at the vocational complex. Other local administrative personnel (coordinators) were housed in a central office pool adjacent to the local director's office. This arrangement appeared to present a slight problem concerning privacy when coordinators counsel with instructional personnel. Generally, the project director's office was used for individual conferences by coordinators, which necessitates the interruption of the project director's activities.

Facilities utilized by the remedial teachers at the beginning of the school year ranged from excellent to poor. Two of the remedial teachers met classes in rooms designed as language labs which were well equipped for remedial instruction. One teacher met in a regular classroom facility equipped with remedial instruction aids and one met in a storage room for a six- to eight-week period, at the beginning of the project. However, this facility was vastly improved when a regular classroom equipped for remedial instruction was made available.

Guidance personnel facilities were generally very good. Each was housed in a private office equipped with adequate guidance materials. Two of the offices were centrally located in the attendance center's administrative suites. One guidance counselor's office was located adjacent to the cafeteria.

Consumer home economics teachers involved in the project met classes in classrooms and/or mobile classrooms especially equipped for the consumer home economics program. These facilities were very good and enhanced the program's effectiveness.

Occupational orientation facilities were classrooms and/or shops especially equipped for teaching occupational orientation. These facilities were rated by the evaluation team as being very good.

Due to the low enrollment in the cooperative education program at the start of the program, space allocation was of a temporary nature. Rooms which had not been utilized for instructional purposes prior to the implementation of the project and the unitary school system were assigned to cooperative education classes for approximately six weeks. After that period of time, special classrooms equipped with special materials housed the classes.

Maximum utilization of facilities was accomplished by the project. All facilities were observed to possess adequate lighting, heating, and acoustics. The general appearance of all facilities was excellent at all times, with a thorough maintenance program in evidence.

3. Evaluation Objective: To provide adequate equipment and supplies for the effective operation of the program.

The necessary purchasing procedures (as discussed in Evaluation Objective No. 1) for equipment and supplies tended to impede full utilization of equipment and supplies during the first year's operation. Since most major supply and equipment purchases for the program were completed, no logistical problems of this nature were anticipated during the second year of operation.

All major items of equipment and materials which were to be rotated between attendance centers were stored at the centrally located vocational complex. Supplies and materials were also dispersed from this central location. This policy which seemed extremely workable to evaluative personnel was of concern to some teachers in the attendance centers. Some of the teachers complained about the inaccessibility of the supplies and equipment. These complaints had absolutely no basis when one is cognizant of the fact that each teacher had a travel budget which could be utilized for this purpose. These complaints tended to indict these specific teachers for failure to plan classroom activities far enough in advance to maximize use of these materials and/or equipment rather than the policy regarding shared equipment.

All attendance centers were furnished with some equipment, supplies, and materials which were shared by the personnel at the specific attendance center. No problems or complaints were detected from the implementation of this policy.

During the first year of operation, much time was spent in the selection of instructional materials, equipment, etc. The procedure used in the selection of these items proved to be successful. Coordinators, teachers, consultants, and other personnel formed committees dealing with specific areas of the program. Samples of instructional materials, equipment, supplies, etc., were obtained and evaluated by the committees for use within the program. Committee selections of instructional materials, equipment, supplies, etc., were then purchased and/or obtained without cost for use in the program.

4. Evaluation Objective: To provide adequate staff for the implementation and conducting of an effective program.

A total of 27 new professional level staff positions were utilized in the effective implementation of the program at the local level. This number included positions in administration, coordination, counseling, and instruction. In addition, one secretarial position and three teacher aide positions were utilized in the project implementation. All 27 professional-level positions were filled with persons meeting the State certification requirements and having a minimum of a bachelor's degree. Approximately 26 percent of the persons employed held a master's or higher degree.

An analysis of the education, employment records, teaching experiences, and certification status of personnel revealed that all persons employed met or exceeded the educational requirements of their job descriptions. The staff averaged 6.4 years teaching experience per person and all held valid teaching credentials issued by the State of Mississippi. Six of the 27 were beginning their first year of teaching, but the staff contained enough experienced personnel to add stability to the project. These experienced teachers assisted the new teachers in the development of the program.

The selection procedure used in the employment of staff followed the normal recruitment procedure. An active file or applications for possible employment in the program was kept up-to-date. Persons with the necessary skills and competencies needed by the program were contacted as soon as vacancies occurred. Only four vacancies occurred during the first year of operation of the program, and all have been filled without difficulty. Salaries paid by the program were on the same scale as other school system personnel in comparable positions.

Instructional personnel in the program had excellent work loads with a few exceptions. Most instructional personnel met classes four or five periods per day. The normal load for the general faculty was five periods plus a study hall or other activity. Some program personnel actually had fewer class hours scheduled per day than did many other general faculty members. This proved to be a point of slight friction to some members of the general faculty. However, program personnel utilized the "free time" to plan, develop, and implement the program.

Professional growth activities of the program personnel was a continuous process. All of the staff held membership in various professional organizations and participated in local and State meetings. Most of the staff were enrolled in one or more graduate credit courses in their specialty areas during the year of operation. In addition, an intensive in-service training program for staff personnel was conducted during the first year of operation. A pre-session workshop was conducted prior to the opening of school for all program personnel. After school opened, weekly training sessions, in which all project personnel were involved, were conducted throughout the school year. At the close of school a workshop was conducted for project personnel for the entire month of June. In addition to the series of workshops and/or seminars conducted throughout the year, staff meetings and committee meetings aided in total staff development. Consultants were used in conducting some workshops and seminars; however, it appears that the greatest benefits evolving from the professional activities were the opportunity for the planning, development, and implementation of a unified program throughout the school system based upon the participants' development activities. For example, course contents were developed by all project personnel which divided a particular course into units, stated the instructional objectives, stated behavioral objectives, delineated activities to be carried out, determined evaluation methods, and listed resources to be utilized. These activities probably did more to increase the effectiveness of the program over the long-run than any other single activity that was conducted during the first year of operation.

5. Evaluation Objective: To provide an adequate curriculum for the implementation of the program.

During the last semester of the school year (1970-71) a concerted effort was begun to implement the career-centered concept into the elementary grades. At this level it was planned to make occupational preparation a force within the on-going elementary curriculum by utilizing standard components (reading, science, etc.) as occupational vehicles. The regular classroom teachers were responsible for the occupational activities.

As program personnel began to investigate the use of occupational information in the elementary grades, they were astounded to find the amount of occupational information in use at this level. Obviously, elementary students within the school system were being exposed to some occupational information. However, it was readily evident that duplication and erraticism characterized the career-education effort. Project personnel with elementary teachers and principals, formed committees with the tasks of career information coordination planning, development, and implementation for the elementary grades. The committees began development of courses of study utilizing career information for each grade. For grades one through three, the committees decided the subject area (reading, math, etc.) and the grade levels should be separated. In grades four through six, only the subject areas should be divided. The committees decided to present the career information to the students in the following broad areas:

Grade 1 -- Career information centering around the home and school.
Grade 2 -- Career information centering around the neighborhood and community.
Grade 3 -- Career information centering around surrounding communities.
Grade 4 -- Career information centering around the state.
Grade 5 -- Career information centering around the U.S.
Grade 6 -- Career information centering around foreign countries.

Career information centers were established at selected elementary schools. These were chosen for special testing and refining of the career information techniques at the elementary level during the second semester. Refined techniques, methods and materials were planned for implementation in other elementary schools during the second year of operation.

Evaluative personnel were extremely impressed with the enthusiasm by which the career-centered concept was received by elementary faculties, administrators, and students. The creation of the position of elementary coordinator gave this phase of the career-centered curriculum unparalleled acceleration for implementation throughout the school system.

The career-centered concept was extended into the junior high schools mainly through occupational orientation classes, consumer education classes, and remedial and counseling services. The occupational orientation course was a new effort in career development and course content was constantly being developed and refined during the first year of operation. Lack of sufficient lead-in time before program implementation prevented the most effective utilization of equipment, materials, and supplies by instructional personnel, in course content.

The occupational orientation course allowed students (mainly in 7th and 8th grades) to explore the world of work, including its requirements, conditions, and rewards, thus assisting them in making meaningful career selections and decisions. The course was grouped into eight categories for study by students. These were (1) Service; (2) Business Contact; (3) Organization; (4) Technology; (5) Outdoors; (6) Science; (7) General Cultural; and (8) Art and Entertainment. During the first year of operation, project personnel became discontented with this approach and began the planning and development of course content for more effective instruction during the second year of operation. Development activities continued after the closing of school and a tentative curriculum guide was prepared for use during the second year of operation.

During the first year of operation, it became apparent that while the course was designed to give students "hands on" exploratory experiences, some students were unable to obtain this "hands on" experience due to the fact that all teachers did not have access to varied types of facilities (shops, home economics labs, etc.) or were lacking expertise in some areas. It also became apparent during the year that teachers were more effective in helping students receive "hands on" exploratory experiences in occupations within the teacher's specific specialty area (home economics, agriculture, trade and industry, etc.).

Committees of occupational orientation teachers and coordinators worked throughout the school year in the planning, developing, and refining of course content. This activity allowed for the field testing of many concepts on career development and the strengthening of course content.

Remedial instruction was a service of the program offered to junior high school students as well as high school students. Approximately 91 percent of students in the remedial education component of the program were in the 7th and 8th grades. The remedial phase of the program centered effectively around the needs of the students (generally reading and/or communications skills and mathematics). Classes were small (usually 8 to 10 per class) which allowed for maximum individualized instruction. Students participated in the part of the program on a voluntary basis. Excellent results were observed in this phase of the program. Career information was utilized in the remedial instruction with success.

As part of the exemplary program, consumer education classes were conducted for eighth grade girls. Activities in the classes provided students with experiences in such areas as grooming; clothing selection, purchasing, and construction; nutrition and selection and purchasing of foods; human relations; occupational information; and occupational exploratory experiences as related to home economics. The consumer education classes were successful in meeting their objectives. However, there appeared to be a question concerning their relationship (as conducted during the first year of operation) to the career-centered concept in general. It appeared that limiting a student's view of the world of work in the eighth grade to one specific area or field (in this case, consumer education) would not increase the student's knowledge of the world of work to the degree desired in the career-centered concept.

6. Evaluation Objective: To establish the necessary relationships with local businesses and industries to provide cooperative (work-experience) education in all aspects of vocational offerings in an effort to better meet total manpower needs.

During the first year of operation some progress was observed in the establishement of relationships with local businesses necessary for providing work-experiences for students. However, at the beginning of the school year these relationships had not developed to the desired level. This was indicated by the lack of sufficient training (work-experience) stations for all students enrolled. Also small enrollments in the cooperative phase of the exemplary program tended to be limiting its effectiveness in the preparation of persons training to meet the total manpower needs of the area. Progress was made in the working relationships between local businesses and the cooperative program during the first year of operation as demonstrated by the increased number of training stations and increased enrollment in the cooperative program.

7. Evaluation Objective: To provide intensive and short-term entry level skill training immediately prior to exit from the school, for those students who have not previously been enrolled in one of the regular vocational programs.

During the first year of operation of the program other areas of the program required maximum effort, and this phase of the program was deferred and not implemented. However, planning for the implementation of this phase of the program was begun during the latter part of the school year.

8. Evaluation Objective: To establish an intensive program of guidance-counseling-placement, relating to activities in Objective I above, and including activities which will assure adequate post-training work adjustment for each student.

The program made progress toward meeting certain phases of this objective during the first year of operation. Each of the three combination junior-senior high school attendance centers housed full-time vocational guidance personnel who counseled with students. In addition to the guidance personnel each attendance center housed three or more occupational orientation teachers whose courses were designed to utilize group guidance techniques. The guidance personnel, occupational orientation teachers, and other vocational education teachers planned and implemented a testing program designed to aid in career exploration, self-analysis and counseling for students.

Group counseling centered around assisting students in appraisal of individual interests, abilities, aptitudes, and skills; development of characteristics such as ambition, honesty, perserverance, initiative, cheerfulness, loyalty, and dependability; acquainting students with sources of occupational information and use; assisting students in the beginning of early career planning; and assisting students in participating in the American Economic System. Special emphasis was placed on assisting students in learning proper ways to seek satisfying employment.

Placement of students was generally handled through regular vocational teachers. A placement center was not established as such during the first year of operation.

IV. RECOMMENDATIONS

During the first year of operation numerous recommendations evolving from evaluative activities were fed back into the program through the state and/or local project directors. Most of these recommendations have been implemented and will not be elaborated upon in this section. Consequently, only those recommendations given at the end of the first year of operation shall be reported in this section. The authors of this evaluation report recommended that:

* Funding should be continued for the second year of operation.

* Consumer education classes in the project should be incorporated into the occupational orientation classes.

* Occupational orientation classes should be rotated between teachers with specific specialty areas to increase the exploratory experiences of the students.

* Additional "hands-on" occupational experiences should be provided for occupational orientation students.

* Further development of career-centered media centers should continue in all attendance centers.

* Additional student recruitment activities for cooperative education be conducted.

* Continuation of public relations activities connected with the project.

* Continuation of the intensive in-service program for the project staff.

* Additional curriculum materials development should be undertaken.

* Curriculum guides for all phases of the program should be developed and distributed.

* A placement center to aid students in obtaining employment should be established.

* An intensive skill training program for students about to leave school without salable skills should be inaugurated.

V. SUMMARY

The goal of the project stated in its simplest form was to establish structural relationships which facilitate the implementation of the career-centered concept in the Jones County School System. The approximately 8,000 students in the school system were to be involved in the program in various ways. The program began with the elementary schools providing students with career information and counseling, access to resource persons, and field trips incorporated into the "regular" elementary curriculum. The program in the junior high school expanded and intensified career exploratory experiences through a specially designed course, occupational orientation, as well as counseling activities which assist students in the occupational choice process. At the high school level students received assistance in planning for and attaining vocational goals and preferences through a variety of vocational programs.

The evaluation procedure centered around the use of the program's educational goal and objectives as a standard by which the outcome of the project was assessed. Evaluation activities for the first year of operation were centered around the "process." In addition, baseline data was collected on the "product." The procedure included data collection; analysis of records and reports; judgments of qualified observers; analysis of instructional materials, techniques, and methods; analysis of equipment and supplies, purchase and utilization; analysis of program activities; and analysis of opinions of program staff, State Division of Vocational and Technical Education personnel, consultants, school system faculty and administration, parents, and students.

The evaluation analysis indicated that the administrative structure designed to implement the project provided for functional operation of the program with slight modification. All personnel (instructional and administrative) in the project met or exceeded the qualifications described in the project proposal. The delay in final approval for funding of the project created a time-lag which proved to be the largest problem in its implementation. This time-lag resulted in delay in the purchasing and utilization of some equipment and materials which hampered the instructional portion of the program during the school year. The exemplary project cost per pupil was $28.41 with $6.25 being considered "start-up costs". Facilities provided for the program enhanced its implementation. An intensive in-service training program (which resulted in noted improvement in the project) was conducted for the staff during the year of operation. The cooperative education part of the project was underpopulated at the start of the year and there was a shortage of training (work-experience) stations. Two objectives of the project (the establishment of a placement center and short-term entry level skill training for students leaving school) were not implemented during the first year of operation; however, planning for their implementation was underway during the year.

Upon analysis of evaluative data it was concluded that the project was making progress toward the attainment of its goal and objectives and should be funded for another year of operation. Specific recommendations resulting from the first year evaluation effort included:

- Consumer education classes in the project should be incorporated into the occupational orientation classes.
- Occupational orientation classes should be rotated between teachers with specific specialty areas to increase the exploratory experiences of the students.
- Additional "hand-on" experiences should be provided for occupational orientation students.
- Further development of career-centered media centers should continue in all attendance centers.
- Additional student recruitment activities for cooperative education be conducted.
- Continuation of public relations activities connected with the project.
- Continuation of the intensive in-service program for the project staff.
- Additional curriculum materials development should be undertaken.
- Curriculum guides for all phases of the program should be developed and distributed.
- A placement center to aid students in obtaining employment should be established.
- An intensive skill training program for students about to leave school without salable skills should be inaugurated.

V-B. THIRD PARTY EVALUATION

Fiscal Year 1971-72

SECOND
INTERIM EVALUATION REPORT

Project No. 0-361-0067

Grant No. OEC-0-70-5177 (361)

THE CAREER-CENTERED CURRICULUM FOR VOCATIONAL COMPLEXES IN MISSISSIPPI

An Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

James F. Shill
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Mississippi State, Mississippi 39762

June 1972

I. INTRODUCTORY SECTION

A. THE LOCALE

1. Geographical Description.

See Section V-A, p. 55e

2. Density and Population Trends.

See Section V-A, p. 55e

3. Occupational Breakdown of Locale. The specific occupational breakdown for the locale includes an entire Employment Security District comprised of Jasper, Jones, Smith, and Wayne Counties. However, most industrial jobs within the District are located in Jones County. Table IVe depicts employment by occupational categories and changes during the operation of the exemplary program.

4. Unemployment Rate and Trend. The total work force in the Employment Security District in February, 1972 was reported to be 34,870. This figure represented an increase of 5[illegible] percent in the work force from the previous year. The unemployment rate decreased from 6.4 percent in February, 1971 to 4.3 percent in February, 1972. Although the area has been classified as being depressed, there appeared to be a trend toward fuller employment for the area.

5. Income of Residents. Information obtained from the 1970 census indicates that the average family income in Jones County was $6,630. Approximately 68 percent of the men and 35 percent of the women above 16 years of age were in the Jones County labor force. The per capita income was approximately $2,074 for the county.

6. Families Receiving Welfare Assistance. Approximately 2,680 of the 14,000 families in Jones County, or 19.4 percent, received some type of family assistance checks during the year. This figure does not include those families in the county receiving food stamps but not welfare assistance checks. The number of persons receiving assistance by categories is shown in Table Ve.

B. THE SCHOOL SYSTEM

1. Facilities Description.

See Section V-A, p. 58e

Table IVe. Area Employment by Occupational Categorizations During 1971-72 Exemplary Program Operation.

Occupational Category	Employment January 1970	Employment January 1971	Employment February 1972
Agricultural (production)	3,400	3,400	3,400
Food Processing	1,040	1,080	1,250
AGRICULTURAL TOTAL	4,440	4,480	4,650
General Manufacturing (includes lumber and wood)	3,590	3,520	3,660
Apparel	1,410	1,650	2,020
Printing and Publishing	110	110	110
Machinery	1,360	1,160	1,530
Other mfg. (Furn. & Fixtures; paper & allied; stone, clay & glass; and metals)	640	600	660
MANUFACTURING TOTAL	7,010	7,040	7,980
Construction	1,070	1,060	1,050
Transportation and Utilities	1,180	1,170	1,200
Wholesale & Retail Trade	4,090	3,920	4,200
Finance, Ins., & Real Estate	620	630	650
Service & Miscellaneous	3,860	3,960	4,170
Government	4,950	4,980	5,650
Other	3,800	3,800	3,800
NONMANUFACTURING TOTAL	19,570	19,520	20,720
EMPLOYMENT--GRAND TOTAL	31,020	31,040	33,350

TABLE Ve.

Number of Jones County Families
Receiving Welfare Assistance by Category
During 1971-72 Operation of Exemplary Program

Category	No. Families June 1966	No. Families June 1970	No. Families June 1971
Old Age Assistance	1,415	1,488	1,554
Aid to the Blind	41	36	36
Aid to Dependent Children	342	467	586
Aid to the Disabled	428	458	523
Total Families	2,226	2,449	2,669

2. Enrollments. There was a trend toward a slight increase in total enrollments in the school systems over the 1970-71 school year. The enrollment slightly increased from 7,923 during 1970-71 session to 7,964 during the 1971-72 session. The enrollments during the fifth month of the 1971-72 session are shown in Table VIe.

3. School System Faculty. During the 1971-72 session there were 385 persons employed in the system as teachers, counselors, or administrators. This total was six over the 1970-71 session. Of this number, 71 possessed a master's or higher degree; 309 possessed a bachelor's degree, and five had not completed the bachelor's degree. All five were qualified trade instructors employed in the vocational complex. In addition, the system employed teacher aides, secretaries, custodians, and other service personnel.

4. School System Administrative Structure. The Jones County School Board members, as well as the county superintendent, were elected by the people in general elections. The specific administrative structure for the operation of the system is depicted in Figure VIe.

5. School System Curriculum.

   See Section V-A, p. 62e

6. Dropout and Transfer Trends.

   See Section V-A, p. 65e

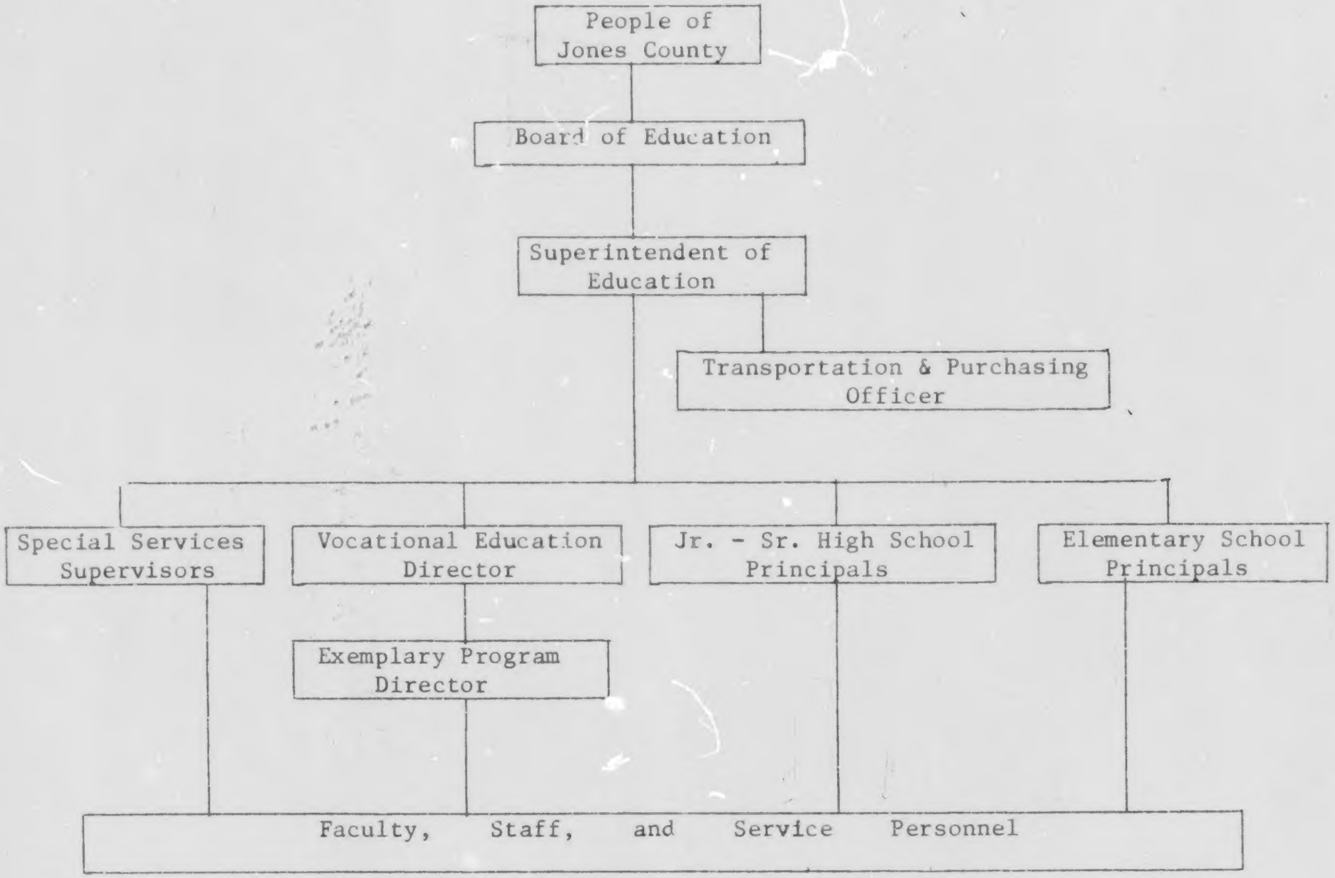
7. Financial Status of School System. Over a ten-year period local revenue for the support of the school system increased 45 percent. During the same period state revenue for the school system has also increased 48 percent. Total revenue expended by the school system (not including capital outlay) during the 1970-71 session amounted to $3,459,870. Of this amount, $1,308,496, or 37.8 percent, came from local sources; $1,827,426, or 52.8 percent, from state sources; and $318,753 or 9.4 percent, from Federal sources. The expenditure per pupil increased from $191.50 to $493.53 in the ten-year period ending with the 1970-71 session. The tax levy for the school system is the maximum allowed under State law - 25.0 mills.

TABLE VIe.

Jones County School System Enrollment
During 1971-72 Session
(By Attendance Centers)

Attendance Centers	Enrollment During 5th Month	Average Daily Attendance
Combination Jr. - Sr. High Schools (Grades 7 - 12)		
Northeast Jones	1,204	1,171.30
South Jones	1,146	1,096.50
West Jones	1,496	1,422.80
Jr. - Sr. High Total	3,846	3,690.60
Elementary School (Grades 1-6)		
Calhoun	529	504.10
Ellisville	854	803.90
Glade	465	455.65
Myrick	267	253.40
Pendorff	267	253.40
Powers	220	206.10
Sandersville	310	292.15
Shady Grove	560	532.60
(Grades 1-7)		
Moselle	343	322.95
Soso	300	291.55
ELEMENTARY TOTAL	4,118	4,065.92
SYSTEM TOTALS	7,964	7,618.15

Figure VIe. Jones County School System Administrative Structure During 1971-72 Exemplary Program Operation


People of Jones County
Board of Education
Superintendent of Education
Transportation & Purchasing Officer
Special Services Supervisors
Vocational Education Director
Jr. - Sr. High School Principals
Elementary School Principals
Exemplary Program Director
Faculty, Staff, and Service Personnel

II. THE EXEMPLARY PROGRAM

A. BACKGROUND INFORMATION

1. Origination of Program.

   See Section V-A, p. 66e

2. Modification of Existing Programs.

   See Section V-A, p. 66e

B. SCOPE OF THE PROGRAM

1. Participants Served. All of the Jones County School System's approximately 7,964 students were involved with the program in some manner. Those not directly enrolled in the program classes were influenced through poster contests, recruitment, counseling, assembly programs, contact with students in the program, etc.

2. Objectives of the Program. The specific objectives by which the program shall be evaluated are delineated in the project proposal as being:

   -- To establish structural relationships which will facilitate implementation of the career-centered concept in the Jones County School System.

   -- To establish the necessary relationships with local businesses and industries to provide cooperative (work-experience) education in all aspects of vocational offerings in an effort to meet total manpower needs better.

   -- To provide intensive and short-term entry level skill training immediately prior to exit from the school, for those students who have not previously been enrolled in one of the regular vocational programs.

   -- To establish an intensive program of guidance-counseling-placement, relating to activities in Objective one above, and including activities which will assure adequate post-training work adjustment for each student.

C. PERSONNEL

1. Personnel Added by the Program. A total of 25 professional level staff positions were utilized in the program at the local level during the second year of operation. This number included positions in administration, coordination, counseling, and instruction. In addition, one secretarial position and three teacher aide positions were included in the project. All 25 professional-level positions were filled with persons meeting the State certification requirements and having a minimum of

a bachelor's or higher degree. The professional-level positions and administrative structure of the program are shown in Figure VIIe.

2. Administrative Staff. The five persons employed to administer and coordinate all phases of the exemplary project had an average of 21.1 years of teaching and administrative experience. The staff possessed experiences from the areas of vocational agriculture, home economics, guidance and counseling, history, and elementary education, as well as administrative and supervisory experiences. The entire administrative staff devoted full time to administrative and coordinative activities.

   The local project directors possessed 22 years of vocational teaching and administrative experience to the program at the beginning of the second year of operation. He assumed the duties of coordinating and supervising all phases of the program with the state project director. Specific responsibilities of the local director are noted in Section V-A, p. 67e.

   The coordinator of placement, follow-up, and evaluation had 16 years teaching experience at the beginning of the second year of operation. His specific duties and responsibilities are cited in Section V-A, p. 69e.

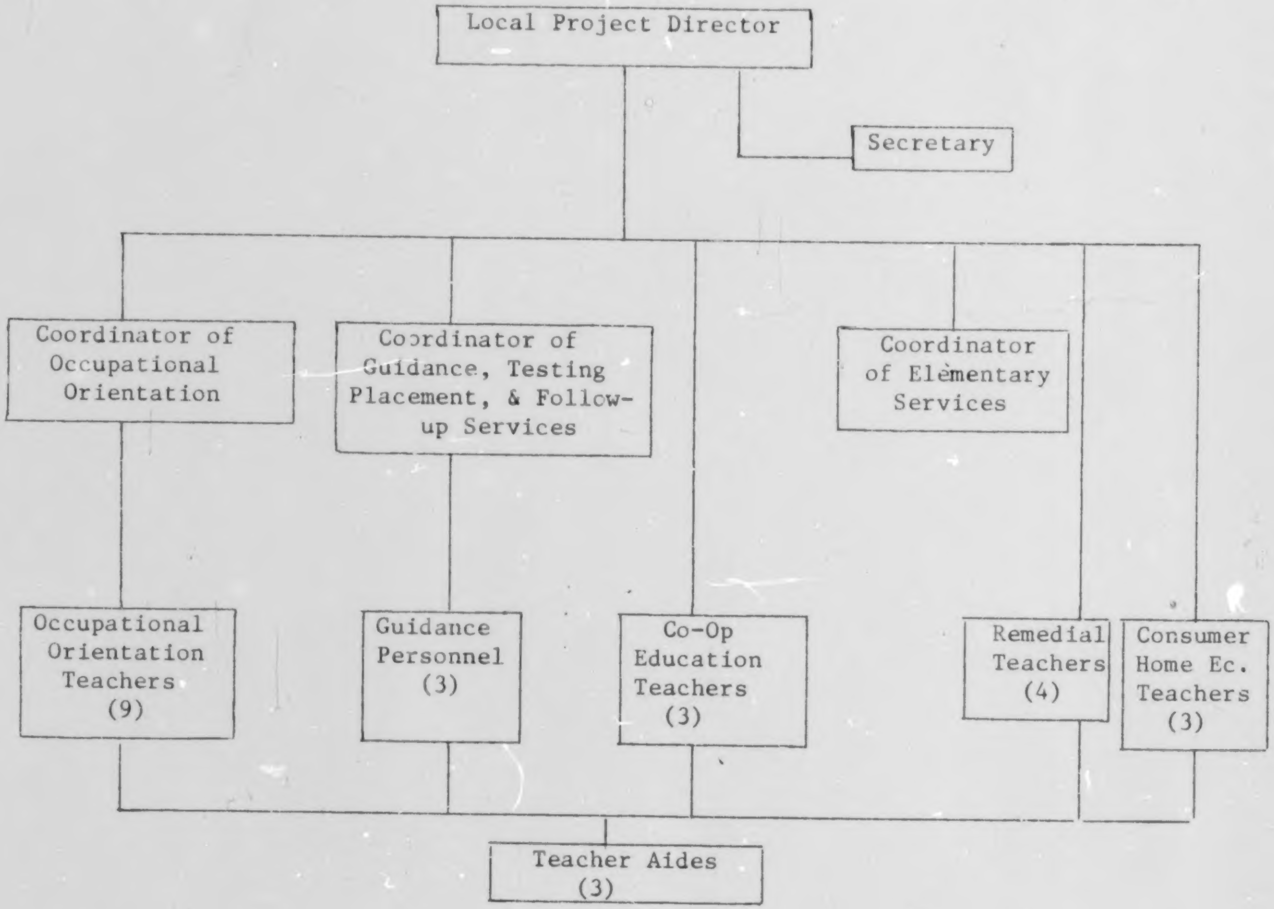
   The coordiantor of guidance and testing position was consolidated with the position of coordinator of placement, follow-up services, and evaluation service. His responsibilities included synchronization of the testing program; interpretation of test results; obtaining and providing counseling materials; and assessment of the guidance and testing program.

   The coordinator of occupational orientation had 26 years vocational teaching and administrative experience. Specific duties and responsibilities of the o.o. coordinator are noted in Section V-A, p. 69e. The elementary coordinator possessed over 20 years of elementary teaching and administrative experience before the 1971-72 school session. Her specific duties and responsibilities are cited in Section V-A, p. 69e.

3. Student Service Personnel. As mentioned previously, the exemplary program added one vocational guidance counselor to each of the three combination junior-senior high school attendance centers. The persons employed in these positions all held master's degrees and averaged 5.6 years of experience at the beginning of the second year of program operation. Their duties and responsibilities are given in Section V-A, p. 69e.

Figure VIIe. LOCAL EXEMPLARY PROJECT ADMINISTRATIVE STRUCTURE DURING 1971-72

Exemplary Program Operation


Local Project Director
Secretary
Coordinator of Occupational Orientation
Coordinator of Guidance, Testing Placement, & Follow-up Services
Coordinator of Elementary Services
Occupational Orientation Teachers (9)
Guidance Personnel (3)
Co-Op Education Teachers (3)
Remedial Teachers (4)
Consumer Home Ec. Teachers (3)
Teacher Aides (3)

4. Instructional Personnel. The exemplary program added three cooperative education teachers, twelve occupational orientation teachers, four remedial education teachers, and three teacher aides to the regular instructional staff. All of the teachers and teacher aides were assigned to the three combination junior-senior high school attendance centers with the exception of one remedial teacher who was assigned to the vocational complex. All instructional personnel met State certification standards.

All three junior-senior high schools had cooperative education teachers during the second year of operation. All teachers held bachelor's degrees and averaged 1.6 years of teaching experience at the start of the second year. The cooperative education teachers' responsibilities can be found in Section V-A, p. 70e.

Of the twelve occupational orientation teachers, all held bachelor's degrees and one held a master's degree. The teachers averaged 9.3 years' teaching experience at the start of the second year of the program. Their responsibilities are cited in Section V-A, p. 70e.

The four remedial teachers averaged 9.8 years of teaching experience at the beginning of the second year of the program. Three of the remedial teachers were assigned to the junior-senior high school attendance centers and one to the vocational complex. Their responsibilities are given in Section V-A, p. 70e.

D. PROCEDURES

(The Jones County Career-Centered Curriculum was funded for a three-year period. This section of the report is an evaluation of the second year of operation.)

1. Physical Arrangements.

   See Section V-A, p. 71e.

2. Review and Planning.

   See Section V-A, p. 72e.

3. In-service Training. Activities related to the development of personnel, materials, etc. were structured in approximately the same manner as the first year. However, the content, sophistication and refinement of materials, suggested learning experiences curriculum guides, etc. were more detailed. (For specific arrangement and methodology, see Section V-A, p. 73e.

4. Activities. Elementary activities for the second year were structured and implemented in the same manner as used in the first year of operation. Emphasis was placed on those areas that seemed to be more subject matter oriented. For details of elementary activities, see Section V-A, p. 74e.

The exemplary project was extended into the junior high schools mainly through occupational orientation classes, consumer education classes, as well as remedial and counseling services. The occupational orientation course was designed to help students explore the world of work, including its requirements, conditions, and rewards; and to aid them in making meaningful career selections and decisions.

Occupational orientation teachers, with the aid of guidance personnel, utilized the Ohio Vocational Interest Survey (OVIS) and the Vocational Planning Inventory (VPI) to help students determine their occupational interests and abilities. Results of these instruments were used in course development as well as in individual and group counseling. Students were encouraged to use the knowledge of "self" gained from these instruments to explore effectively the world of work.

The basic structure of the occupational orientation course was changed prior to the opening of the second school session. The eight categories in which students received exploratory experiences during the first year of operation were incorporated into six basic units utilizing team teaching to enhance hands-on exploratory experiences. Teams were made up of teachers with various speciality areas in each of the attendance centers. Students received instruction in each unit for approximately a six week period.

In Unit I students were involved in appraising their individual interests, abilities, aptitudes, and skills as they explored a variety of vocational opportunities. Students began to develop occupational vocabularies, became acquainted with sources of information, began to realize a need for vocational planning, and acquire knowledge about the American Economic System.

Unit II was devoted to Industrial, Trade, and Craft occupations. Students became acquainted with a wide range of occupations within the cluster. Through the use of "hands-on experiences," resource persons, and field trips, students learned about occupational settings, worker skills, and training needs and opportunities. Students reappraised their own interests, abilities, and potentials for Industrial, Trade and Craft employment.

As students moved through Unit III which was devoted to Consumer Education they became acquainted with a wide range of occupations in this specific area. Emphasis was placed on work, settings, opportunities, and worker skills. Training needs and opportunities were explored and students reappraised their interests, abilities, and potential for successful and satisfying employment within this area.

Unit IV was devoted to student explorations of Public Service Occupations. In Unit V students explored Production, Distribution and Management occupations. Both units' methods and procedures were similar to those in Units II and III.

The final Unit (VI) was devoted to allowing students to evaluate their occupational exploratory experiences and plan ahead. Students placed emphasis upon educational planning as related to occupational exploration and/or choices. Personal development, independent study, methods of finding part-time employment, etc. were stressed.

Different activities and techniques were used to assist teachers in accomplishing their instructional objectives. Teachers were more able to adapt such activities to age, grade level, and time during the second year of operation. A partial list of activities that were used is as follows:

- Students engaged in various types of role-playing, including practice interviews.
- Contests were conducted relating posters to occupations.
- Resource persons from the local community came into the classrooms to discuss their respective jobs.
- Students acted out jobs through playing charades.
- Letters of application, resumes, follow-up letters of appreciation, and letters asking for permission to use someone as a reference were written by the students.
- Students wrote research papers on occupations in which they were interested.
- Students set up bulletin boards depicting occupations.
- Students related hobbies to occupational interests.
- Want ads in newspapers were reviewed to determine job availability.
- Personality check lists were utilized by students.
- Field trips were conducted.
- Occupational crossword puzzles were utilized.
- Occupational games were utilized.

The same method for grading was utilized the second year. This was a system based upon banking procedures. Specific details and samples are given in Section V-A, p. 77e.

The occupational orientation teacher-pupil ratio was one to 85.6 with a 17.7 pupil-per-class average. A typical schedule for the 8th grade students included English, mathematics, American History, science, and occupational orientation.

Classes were composed of 50-minute time blocks. All occupational orientation classes contained both sexes.

The remedial education classes were open to students from the seventh through the twelfth grades on a voluntary basis. However, most of the students were in the seventh and eighth grades. Remedial instruction centered around individual needs which, in most cases, were in the areas of reading and/or communications skills and mathematics. During the first year of operation, there was a teacher-pupil ratio of one to 42. Remedial class sizes were generally held to between eight and ten students per class in order to facilitate maximum use of individualized instruction.

Remedial teachers utilized the Stanford Diagnostic Reading Test, the Schonell Graded Work Reading Test, as well as informal reading inventories compiled by the teachers in the diagnosing of individual reading problems. Remedial activities were centered around students' interests with special emphasis upon its relationship to occupational interests. For example, if a student indicated interest in automobiles, his reading was centered around publications concerning them. If this same student needed assistance in math, the instruction centered around math as it could be utilized with his interests.

The cooperative education teacher-pupil ratio was one to 20. All programs were of the diversified occupations type which included a broad range of job-training activities. Activities conducted by teachers in the programs were designed to assess interests and needs of students; to recruit and select students; to place students in appropriate job-training stations; to supervise students on jobs; to conduct individualized instruction related to jobs; and to provide occupational counseling for students.

The guidance specialist-pupil ratio was one to 456 pupils enrolled in project courses at the junior-senior high school level. However, the guidance personnel also worked with students not enrolled in project courses. Guidance personnel at each attendance center conducted activities centered around the collection, organization, and analysis of information concerning students' interests, abilities, aptitudes, and personality characteristics; counseling with students concerning problems and planning; administering tests and maintaining records; assisting in the identification, recruitment, and selection of students for exemplary project courses, vocational courses, and/or remedial courses; aiding students in obtaining needed services provided by local, state, and/or federal agencies; and interpreting the exemplary project to students, faculty, and parents.

The local exemplary project administrative personnel's (project director and coordinator) activities were conducted out of the centrally located vocational complex. The activities centered around the supervision and in-service training of personnel; reporting and record keeping; conducting staff meetings; planning and implementing specific phases of the project; maintaining communications with all school system personnel; and conducting extensive public relations activities.

5. Instructional Equipment and Materials. The basic types of materials utilized during the second year were the same as during the first year. These materials were in constant revision and in the continuous process of up-dating. For specific types of materials and the equipment furnished to the exemplary project are given in Section V-A, P.

   a. audio equipment: See Section V-A, p. 81e.
   b. visual equipment: See Section V-A, p. 81e.
   c. printed materials: See Section V-A, p. 82e.

6. Parent Community Involvement. During the second year of the project's operation, parents and other persons from the community were utilized to a much greater extent than during the first year of operation. Many parents and others served as resource persons, aided in field trips, and provided occupational materials for the project. A directed effort was made to keep parents and the community-at-large informed about the objectives, activities, and progress of the project through different media. Parents of students involved in the program received individual communications designed to increase their knowledge and understanding of the program. In addition to letters sent to parents, individual conferences (both by phone and in person) were held with parents.

   Mass media were utilized to introduce the project and to keep the public informed as to its progress. Several radio programs on WNSL-Laurel were utilized to inform the public of the progress made by the project. In addition, several newspaper articles (Samples A-J) appeared in papers with local and statewide circulation. Programs were also presented to civic and other organizations which increased citizen understanding of the project's operation.

JONES COUNTY EXEMPLARY PROGRAM MEETS A NEED

'Career Education a continuing need'

Friday, February 18, 1972, concluded a very active period for the personnel of the Jones County Exemplary Program — National Vocational Education Week. However, since the program is a pilot program, offering space for improvision, innovation and original concepts of education — the staff has become accustomed to queries, observations, interruptions and counsel from within and without the school system of Jones County. The program has claimed national attention frequently in the news media. Visitors from throughout the United States and from throughout the state of Mississippi have made observations and evaluation of the Jones County Exemplary Program.

The personnel who make up the Jones County Exemplary Program include a local project director, Reese T. Ishee; a Coordinator of Career Education, Clifton Wade; a Coordinator of Elementary Project Activities, Mrs. Juanita Jefcoat; a combined Coordinator of Guidance - Coordinator of Placement, Follow-up and Evaluation, Jasper E. Fail; and a secretary, Mrs. Shirley Trest; which are housed in the Jones County Complex. The in-school staff positions included in the three Jr. Sr. high schools are a vocational guidance counselor, a remedial education teacher, a co-op coordinator and four career education specialist — (one industrial arts, one consumer education (home-making) and two other career research education specialist in vocational education) and one teacher aid. One remedial teacher serves at the Jones County Vocational Complex.

The Vocational Guidance Counselors for the three Jones County schools are Cliff Padgett, West Jones; Mrs. Patricia Scarbrough, South Jones; and Wm. Moss, Northeast Jones.

The specific role served by the Exemplary staff is as follows: The four Career Education specialist have divided Ann Roe's classification of jobs into their own respective training roles — where they feel most competent. The training the students experience, in a rotating cycle among the four teaching areas, include hands-on experience in both consumer education and industrial arts of Career Education. The student cycles through various phases of the four areas of educational endeavors, getting basic research, field trips, giving reports, speeches, involved in art (poster making and related) and many other related activities. Level I of Career Education is planned for Jr. high, while levels II, III, and IV involve high school students, offering two units of credit and one half unit for those in the twelfth grade, without previous vocational orientation.

The Vocational Counselors assist the teachers and students in testing, in-school coordination, counseling, et. al. as is expedient to advance the purposes of the Jones County Exemplary Program — help develop the student educationally, occupationally, socially, psychologically, and help the student prepare for a well rounded, vocationally adjusted life with salable skills, suitable for economic independence.

The Co-op Coordinator works with those students in his respective school, who have made application for, and have been placed in a supervised job slot for specialized training. The Co-op Coordinator locates a job station that will complement the vocational desires and abilities of the student — he is placed accordingly and is supervised by the employer in cooperation with the Co-op Coordinator. Two units of high school credits are awarded for suitable performance by the student in this supervised work station.

The Remedial Education teachers assist in aiding the underprivileged student to become more proficient in his performance of general academic duties. The remedial teacher ascertains the students' weakness by use of specialized measuring instruments — then attempts are made to re-enforce the pupil, where these weaknesses are most prominent.

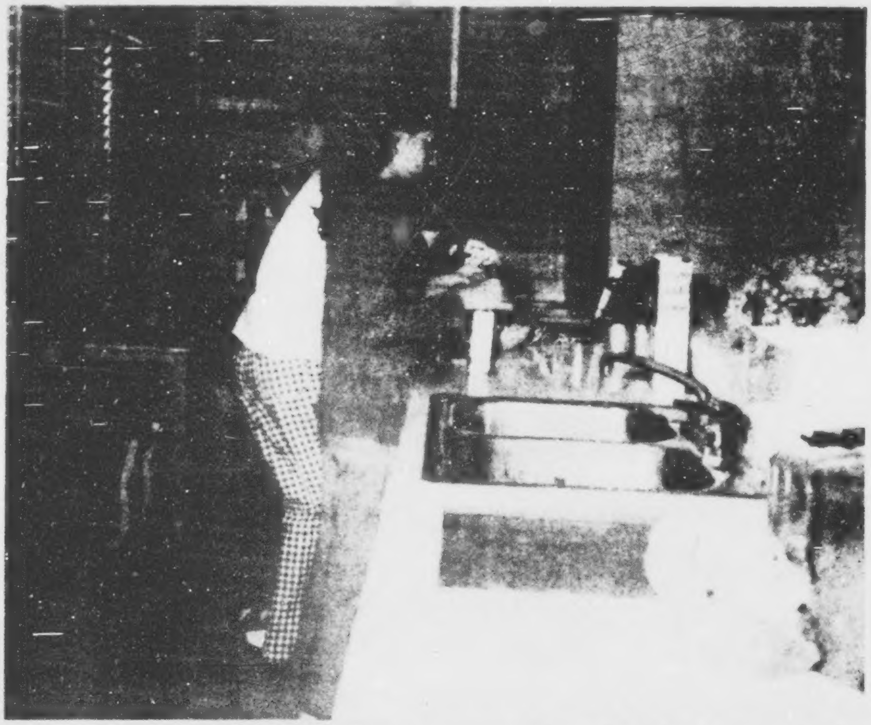
As a team working together and with the other staff of the Jones County school system, it is the purpose of this staff to see a better, more appreciative student — by meeting the needs of each and every student.

In a Pilot program it is always difficult to make a true evaluation especially when the program is young. However the Jones County Exemplary Program has overcome many of the pitfalls that so often beset trial projects. In viewing the over-all situation in all three Jones County Jr.-Sr. High Schools, it appears that under the capable leadership beginning at the Vo-Tech Complex and extending on into the classrooms and shop that this program is well on the way to being recognized as one of the best.

There seems to be much concern for the youth of this area to be better able to meet the needs of tomorrow and this particular program is helping to meet that need with its dedicated leadership.

SAMPLE B:

GROUP OF STUDENTS participate in operating a wood lathe at Northeast Jones High School in the Industrial Trades and Craft Department. Bob Davison is the teacher in this department.



MRS. GRETCHEN COCKERHAM, Consumer Education teacher at Northeast Jones, is proud of her students for their achievements this year. (They can cook delicious cakes, too).

SAMPLE C:

MRS. GAIL PACE, left, teacher in Consumer Education at West Jones High School, is shown instructing students on the art of candy making.

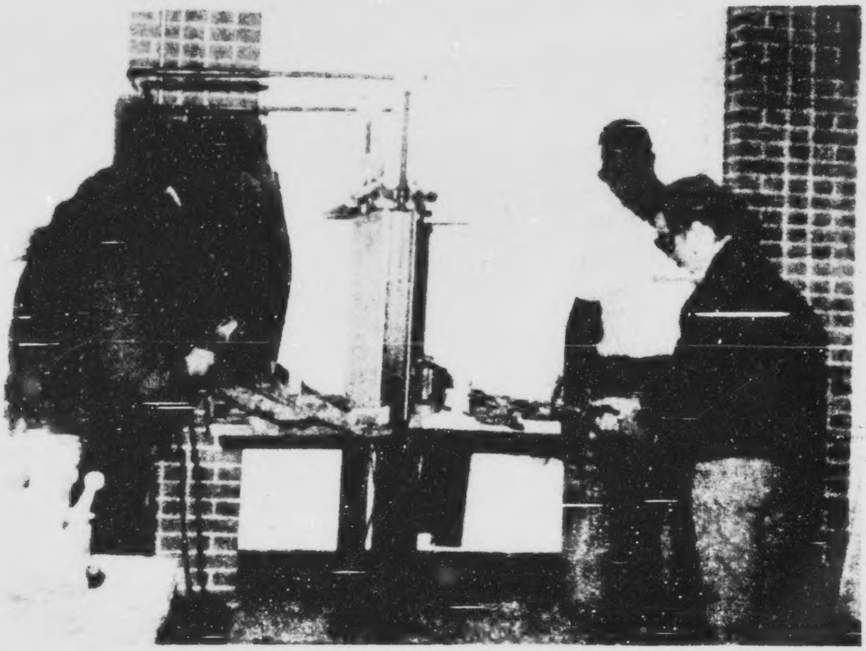
STUDENTS OF WEST JONES Level II Career Education are looking at job opportunities in bulletins from their Civil Service Board as Charles Davis, teacher, looks on.

SAMPLE D:

JAMES THOMAS, teacher in Industrial Arts and Crafts at South Jones shows a group of girls how to check auto battery, water, oil, etc., as a phase of work in this department.

LEVEL II TEACHER in Career Education, Mrs. Nelda Turner, is discussing occupation orientation with group of her students.

SAMPLE E:



GRADY MARSHALL, teacher in Industrial Arts at West Jones, is shown instructing a young man in Acetylene Welding. Also note that welding is not necessarily for the boys, as a young lady in the left of picture is trying her hand at electric arc welding.

GIRLS AND BOYS learn proper procedure for setting table at South Jones High School from Mrs. Emily Mooney, teacher in Consumer Education.

18 MISSISSIPPI EPA NEWS/ APRIL, 1972

SAMPLE F:

INNOVATIVE IDEA

Career Centered Study Aids Community Understanding

One of the most exciting additions to the public school program in Mississippi is the Career Centered Curriculum systems.

The first such program was started in Jones County in the fall of 1970. At the beginning of this school year the program was begun in the Franklin and Kemper County school systems and New Albany and Amory Separate School Districts.

The Career Centered Curriculum involves all grades, all personnel in the school. In the schools where the Career Centered Curriculum operates bulletin boards throughout the building point out career concepts and ideas. Special sections in the library are devoted to the career centered ideas.

The Career Centered Curriculum breaks down into three phases: awarness, grades 1-6; exploration, middle grades and preparation in the high school years.

In the awareness phase of the program, children are taught to be conscious of the occupations of their parents and others in the family group.

Later, jobs in the community are - explored —"community helpers" they are called.

Teachers have found that most children are somewhat familiar with the job his parent has; but, outside the immediate family, he is unaware of what others do for a living.

It is during this phase that misconceptions about careers are cleared up and the proper name of the job is learned. For instance, a first grader might say he wants to be an airplane driver. It is during this phase that he learns that the proper job title is airplane pilot.

During the awareness phase, when it comes time to learn how to count money, pupils do this by operating a make believe drug or grocery store, with each student having a chance to be the store keeper and both he and the customer learn how to count money and to make change.

The course of study in the middle, or junior high classes, continues the ideas started in the loweer grads. However, students explore occupations, learning through field trips, visiting resource speakers and by other means, the requireby other means, the requirements, the social standing in the community, the compensation and thee advantages and tion and the advantages and disadvantages of specific occupations.

Again, in this stage of the curriculum, misconceptions about various careers are cleared up by actual study of the occupation.

The third phase—preparation, comes driving the high school years. By this time the student has some idea of whether he wants to attend college or terminate his education at graduation. For those students college bound he course of study is a college preparatory one. For others, they are introduced to various vocational courses. But, whether the student is going to college or not, he has been prepared for the career he had chosen.

Throughout the school years, by the teacher in the lower grades, and by counselors in the middle and high school grades the child is made to become aware of himself. The student learns something about his potentialities, his weaknesses and his strong points. The student is steered in the right direction for his best interest. As is usual in the case of new ideas, reluctance is hown by some teachers while the career centered program is being planned; but after having worked with the concept, the teachers --almost without exception—are high in their praise of the Career Centered Curriculum. Parents are pleased because their children are receiving relevant instruction, guiding him toward a career that is suited to him.

The Vocational Divison of the State Department of Education has the responsibility of implementing the program.

Troy V. Majure, state director Vocational Education, said, "Educators for a long time have felt the need for the ideas contained in the Career Centered Curriculum. I am very proud of the progress that Mississippi has made in this field. Mississippi is one of seven states with a career centered program rated as outstanding by evaluation teams."

J. H. McMinn, Vocational Division, is the coordinator of programs in Mississippi, while Ken Morris, Vocational Division, is the program ofifcer for the five projects in operation in Mississippi.

PARTS OF AN AUTOMOBILE—Students identify various parts of an automobile, and learn how to spell and pronounce the names in a career centered curriculum classroom.

OPERATE DRUG STORE — Pupils in the grammar school level of Career Centered Curriculum learn how to count money by operating a make believe drug store.

COMMUNITY HELPERS—This second grade student gives a news report tied into the class' study of the daily newspaper.

SAMPLE H:

S. JONES STUDENTS VISIT LEADER-CALL

Students in the Jones County Exemplary Program at South Jones High School recently visited the Laurel Leader-Call and were taken on a guided tour of the building.

The young people were accompanied by their consumer education teacher, Mrs. Emily **Mooney, and assistant teacher, Mrs. Dianne** Pickering.

(Leader-Call Staff Photo)

SAMPLE I:

8 **Leader-Call, Laurel, Miss., Mon., May 29, 1972**

SOSO CHILDREN ON FIELD TRIP

Culminating an intensive study of "occupations", the two first grade students of [illegible] Elementary School took a field trip. Pupils of Mrs. [illegible] Johnson and Mrs. Dawn [illegible] rode the bus to the Hebron Community where they visited the Chester Ray Jefcoat dairy, the Pickering [illegible] farm, and the Roy [illegible] farm where they saw sheep, cows and trees tapped for turpentine.

After lunch at the Hebron Community Center they returned to the Pickering farm to watch the baleing of hay. In addition to their teachers, the children were accompanied by Mrs. Laz Jefcoat, teacher's aide, and Mrs. A. B. Wiggington, the bus driver.

BETTY SMITH

Co-Op Student of the Week at Northeast Jones High School is Betty Smith, 19 year old daughter of Mrs Ruby Nell King of Rt. 2, Laurel.

Miss Smith is a member of the Co-Op Club, Red Cross Club, Future Homemakers of America, and the Medical Careers Club. She is now receiving training as a nurse's aide and plans to further her education in the field of nursing.

At the employer - employe banquet at Chancellor's Restaurant, the guest speaker, Jim Smith of the Laurel Police Department Narcotics Bureau, spoke about the spreading drug abuse in Laurel and Jones County and what actions are being taken toward this.

7. Budget. The program was designed to involve each pupil in the school system and all costs (including the on-going vocational programs) concerned with career development were included in the budget. A total of $546,386 was budgeted for the second 12 months of operation. Of this total, $168,607 came from the Commissioner's share of exemplary funds, and $135,934 from the State Board's share. In addition, $82,386 of other State and Federal funds were utilized. Local funds contributed $159,459 to the budget.

Per-pupil cost is presented in this section in two different ways. First, the per-pupil cost is presented for the total program (total vocational costs, including career-development phase, of the system, divided by the number of students involved in the program). This cost amounted to $68.61 per pupil. Secondly, the per-pupil cost is presented as it concerns the career-centered exemplary project. The per-pupil cost of this phase of the program (total exemplary project costs divided by the number of students involved in the program) amounted to $38.23.

III. EVALUATION ANALYSIS

The evaluation section of the second interim report was devoted to a combination process and product evaluation. With the implementation of the exemplary project on the career-centered concept, it was felt that primary evaluation activities could make the greatest impact on the implementation phase of the program by focusing upon the process. Deficiencies in the process detected at early stages were corrected with the least amount of confusion when evaluative data concerning the process were continually fed back and incorporated into redirecting programmatic efforts during the first year of the project. Therefore, evaluation activities for the second year of operation became more diverse.

During the second year of the project's operation evaluation activities began to focus upon the "product" in greater detail. By the beginning of the second year of operation it became evident that the "process" had been refined to the point where it was functioning at a sufficiently stable level to allow some type of "product" measurement to commence. While much of the second interim evaluation report centers around the "product" some evaluation activities were devoted to the "process" to aid in its further refinement.

Before embarking upon the evaluation report for the second year of operation, the authors of the report felt that the recommendations brought forth in the First Interim Evaluation Report, and actions upon them, should be elaborated upon. The recommendations and a brief commentary on each are provided in the following:

> First Interim Evaluation Report Recommendation: Consumer education classes in the project should be incorporated into the occupational orientation classes.
>
> This recommendation was implemented before the 1971-72 school session began. Each of the three consumer education teachers (one at each of the three Junior-Senior High School Attendance Centers) became occupational orientation teachers. They played a role in the revamping of the entire occupational orientation program which is discussed in greater detail under the next recommendation.
>
> First Interim Evaluation Report Recommendation: Occupational orientation classes should be rotated between teachers with specific specialty areas to increase the exploratory experiences of the students.
>
> This recommendation was implemented before the 1971-72 school session began. Teachers with specialty areas (Home economics, agriculture, industrial arts, etc.) were utilized by rotating students

through their areas and facilities, thereby giving students maximum exposure to as many exploratory experiences under persons knowledgeable in that specific area. A sample rotation model (Figure VIIIe) utilized is depicted on the following page.

Each unit in the occupational orientation course was approximately six weeks in length. The students received instruction from their assigned teachers for twelve weeks (the Introductory Unit plus the teachers specialty area unit) at the beginning of the school year. At the end of the school year they returned to their original teacher for the final unit on evaluation and planning. During the year they spent six weeks each with three other teachers in other specialty areas.

First Interim Evaluation Report Recommendation: Additional "hands-on" occupational experiences should be provided for occupational orientation students.

During the 1971-72 school year some progress was made in providing additional "hands-on" experience for all students. This was mainly accomplished through allowing all students to rotate through areas (shops, laboratories, etc.) which had facilities designed to enhance "hands-on" experiences in occupations. However, all teachers did not place the same emphasis on providing "hands-on" experiences for students. It was observed that a few teachers, having sufficient laboratory facilities to provide a variety of "hands-on" experiences for students, did not take the maximum advantage of providing students with such experiences.

First Interim Evaluation Report Recommendation: Further development of career-centered media centers should continue in all attendance centers.

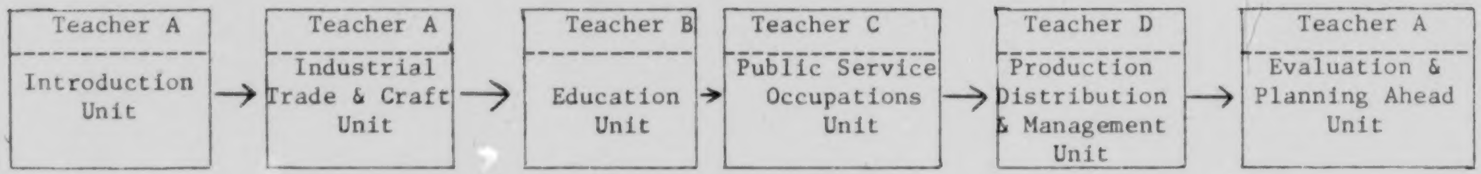
Further progress was made during the 1971-72 school session in developing more comprehensive career-centered media centers in each of the attendance centers. In addition, the centrally located media center (located at the vocational complex) was expanded. New equipment, materials, and supplies were added during the year.

First Interim Evaluation Report Recommendation: Additional student recruitment activities for cooperative education be conducted.

Additional student recruitment activities conducted by project personnel resulted in an increase in enrollment in the cooperative education part of the project. However, the cooperative education classes were not operating with the maximum enrollments during the 1971-72 school session.

Figure VIIIe

Example of an Occupational Orientation Rotation Model


Teacher A
Introduction Unit
Teacher A
Industrial Trade & Craft Unit
Teacher B
Education Unit
Teacher C
Public Service Occupations Unit
Teacher D
Production Distribution & Management Unit
Teacher A
Evaluation & Planning Ahead Unit

First Interim Evaluation Report Recommendations: Continuation of public relations activities connected with the project.

During the second year of the project's operation several forms of public relations activities were utilized in keeping the public informed as to the objectives, development, and progress of the career education program. Special emphasis was given to keeping parents informed as to their children's progress in the program. Parents received individual communications designed to increase their knowledge and understanding of the program. In addition to letters sent to parents, individual conferences (both by phone and in person) were held with parents.

Mass media were utilized to keep the public informed as to the progress of the program. Several radio programs on WNSL-Laurel were utilized by project personnel to report the progress of the program. Several newspaper articles appeared in papers with local and statewide circulation. Programs were also presented to civic and professional organizations. Key project personnel presented programs at educational conferences in Jackson, Mississippi and Atlanta, Georgia concerning the project.

First Interim Evaluation Report Recommendation: Continuation of intensive in-service program for the project staff.

Professional growth activities of the program personnel was a continuous process. All staff members were affiliated with various professional organizations and participated in local and state meetings. Some staff members were enrolled in one or more graduate credit courses in their specialty areas during the second year of the program's operation. In-service training activities were conducted during the year. These sessions included presession workshops conducted prior to the opening of school for all program personnel. During the session monthly training sessions were held throughout the school year. In addition to the workshops conducted throughout the year, staff and/or committee meetings aided in total staff development. It appeared that the in-service activities which allowed the opportunity for the planning, development, and implementation of the program on a unified basis were chiefly responsible for its further development.

First Interim Evaluation Report Recommendation: Additional curriculum materials development should be undertaken.

During the second year of operation new curriculum materials were developed and/or adapted. Special emphasis was given to development of curriculum materials on the elementary level. Workshop and coordination activities aided in the development of these materials throughout the year.

First Interim Evaluation Report Recommendation: Curriculum guides for all phases of the program should be developed and distributed.

During the second year of operation special emphasis was given to the development and testing of an occupational orientation curriculum guide. A rough working copy was distributed to all personnel within the project. As the guide was utilized during the school session, deletions and additions were made. Emphasis was given to writing the guide in behaviorial terms. Consultants were utilized to assist in the development of the guide. Plans were made to finalize and print in quantity this guide for distribution during the next year of operation. Some progress was made in the development of a comprehensive elementary curriculum guide.

First Interim Evaluation Report Recommendation: A placement center to aid students in obtaining employment should be established.

Progress was made in establishing and operating placement centers in each of the Junior-Senior High School Attendance Centers. Detailed information concerning the operation of these centers is presented in greater detail in this section of the evaluation report.

First Interim Evaluation Report Recommendation: An intensive skill training program for students about to leave school without salable skills should be inaugurated.

During the second year of operation this objective of the program was implemented. Details of this objective implementation are found in the following section of the report.

Elementary Level

A concerted effort was made during the school year (1971-72) to make occupational awareness a force within the on-going elementary curriculum. This was accomplished by utilizing standard components (reading, science, etc.) as occupational vehicles. The regular classroom teachers were responsible for the activities.

The elementary staff of Jones County Schools, the coordinator of elementary project activities, and other staff personnel within the county, revised the old curriculum and/or developed a new curriculum guide for all courses in the elementary schools. These new curriculum guides provided ample flexibility and leeway in various areas for career education to be "fused" into the traditional curriculum. The coordinator of elementary project activities worked closely with the elementary teachers in the county. Appointments were scheduled with the school personnel and were followed up by the elementary coordinator. This assisted the elementary teachers in implementing new career education experiences, as well as providing them with various occupational materials. Materials were interchanged among the various schools, at the appropriate levels. New materials were received for the project and were distributed to all elementary schools with suggestions as to use.

Local in-service activities included weekly workshops which were held for the purpose of planning and expediting future activities. Teachers were given new catalogs of available teaching materials. After reviewing these catalogs, lists of materials were compiled for future order and use.

The Course of Study Committees developed plans and courses of study for career education. Through these plans more effective utilization of career development materials was accomplished.

There was an observable increase in the number of occupational resource persons utilized in the elementary schools during the second year of operation. Parents, as well as other resource persons, have been utilized effectively in bringing the world of work into the classroom.

Subjective criterion referenced pre- and post-tests were constructed to assess the effectiveness of the program. The pre-test was administered to all elementary grades during the early part of the school year. Analysis of the pre-test results indicates little increase in career awareness with increase in grade level. This may indicate the need for a "stepped-up" or "crash program" for those about to leave the upper elementary grades. Further analysis revealed extreme variation in the knowledge of career information within each age group.

Career education during the 1971-72 session in the Jones County elementary schools was responsible for a visible change in the traditional image of elementary education as noted by the evaluation team. As a result of this change, a progressive attitude was observed in members of the staff, in parents, in the public, and in the students.

Occupational Orientation

In each attendance center occupational orientation personnel met on a weekly basis for planning, coordination, and implementation activities. These meetings, widely involving personnel, apparently enhanced all aspects of the program. They were especially important in bringing about change and redirection within the instructional program. In addition, they facilitated the implementation and the attainment of goals and objectives.

The Occupational Orientation resource centers in each of the attendance centers were further equipped with shelving, materials, and supplies during the second year of operation. This increased the overall effectiveness of the program. Evaluation personnel noted that last year's occupational orientation students were returning during their own free time to use resource center materials. These former occupational orientation students were observed investigating potential careers and/or making preliminary career plans. Based upon these and other observations, the second year of occupational orientation was successful in increasing the career-awareness and planning ability of participating students.

Evaluation personnel, along with project personnel, engaged in the development of instruments for assessment of the goals and objectives of this phase of the program. Four instruments were developed for pre- and post-testing of the rotation areas in the occupational orientation course. An overall instrument was developed for use with students within the program and control groups in other school systems. Prior to development of these instruments several batteries of standardized tests and/or questionnaires were utilized in an attempt to measure student progress. These standardized tests proved to be unsatisfactory with respect to measuring students' progress in relationship to the program goals. Field testing of the instruments and final revision took place during the year.

The progress of students' awareness and exploration was measured by four separate pre-test post-test instruments. One instrument was developed for each rotation area; namely (1) Industrial, Craft and Trade Occupations; (2) Consumer Education; (3) Public Service; and (4) Production, Distribution and Management Occupations.

Instruments were administered during the beginning and ending of the fifth six-week term. All students present in each of the rotation areas (clusters) on pre-test and post-test days completed instruments. Over the six-week period an increase in occupational knowledge of students ranged from approximately 24 percent in one rotation area to 52 percent in another (see Figure IXe). The public service area or cluster indicated a 23.97 percent increase in occupational knowledge; the production, distribution, and management area a 39.19 percent increase; the industry, craft and trade area a 44.73 percent increase; and the consumer education area a 52.40 percent increase in occupational knowledge.

In addition to the pre-test, post-test instruments, an instrument was developed to give an indication of students knowledge of the world of work. The instrument was field tested and refined before being administered. Each of the three attendance centers offering occupational orientation was paired with attendance centers not

Figure IXe

INCREASE IN STUDENTS' OCCUPATIONAL KNOWLEDGE OVER A SIX-WEEK PERIOD DURING 1971-72 SCHOOL YEAR

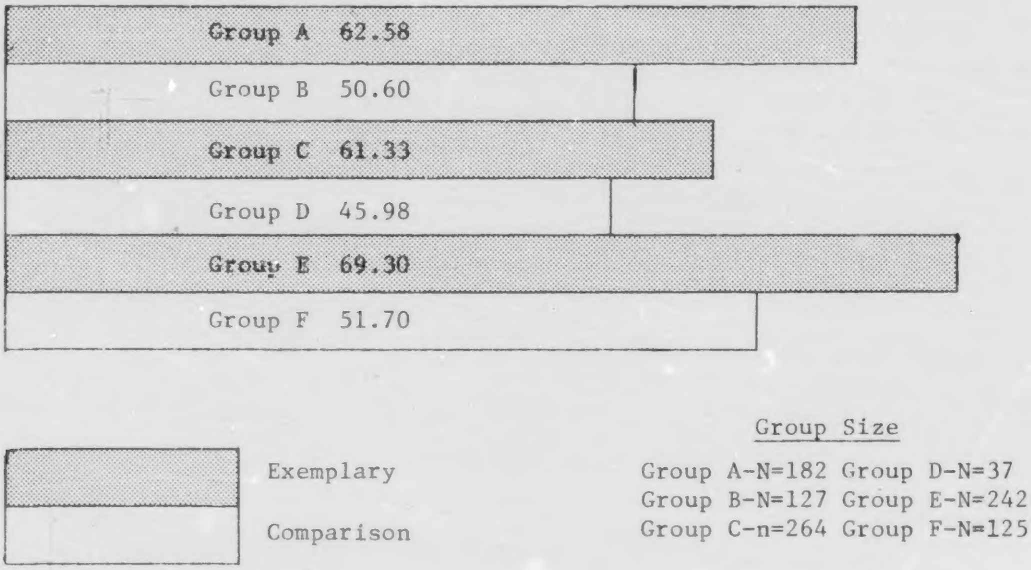
Mean Scores	Increase In Mean Score	Percentage Increase During Period
Industry, Trade and Craft Cluster		
▨ 46.52 N=167 ☐ 67.33 N=254	20.81	44.73
Production, Distribution & Management Cluster		
▨ 57.26 N=115 ☐ 79.70 N=287	22.44	39.19
Consumer Education Cluster		
▨ 50.74 N=81 ☐ 77.33 N=138	26.59	52.40
Public Service Cluster		
▨ 63.0 N=319 ☐ 78.1 N=200	15.10	23.97

Key:
▨ Pre-Test
☐ Post-Test

offering occupational orientation for comparisons. Those attendance centers selected as comparison groups exhibited similar achievement scores on the California Achievement Tests (1970 Edition), contained similar racial compositions, and were located in the same manpower and economic districts.

The instrument was administered to students during the fifth six-week term. Information collected indicated that the exemplary group scored consistently higher on occupational knowledge than did the comparison groups. (See Figure Xe below).

Figure Xe
Achievement of Students in Exemplary
and Comparison Groups on Occupational
Inventory Instrument in Mean Scores During 1971-72 School Year



Occupational Guidance and Placement

The program made much progress toward meeting the guidance and placement objective during the second year of operation. Each of the three combination junior-senior high school attendance centers housed full-time vocational guidance personnel who counseled with students. In addition to the guidance personnel, each attendance center housed four occupational orientation teachers whose courses were designed to utilize group guidance techniques. The guidance personnel, occupational orientation teachers, and other vocational education teachers planned and implemented a testing program designed to aid in career exploration, self-analysis and counseling for students.

Group counseling centered around assisting students in appraisal of individual interests, abilities, aptitudes, and skills; development of characteristics such as ambition, honesty, perserverance, initiative, cheerfulness, loyalty, and dependability; acquainting students with sources of occupational information and use; assisting students in the beginning of early career planning; and assisting students in participating in the American Economic System. Special emphasis was placed on assisting students in learning proper ways to seek satisfying employment.

A placement office was established in each of the junior-senior high school attendance centers during the second year of the project's operation. A partial summary of activities are found in Table VIIe.

Vocational Offering

During the second year of operation 18.92 percent of the school districts entire enrollment (grades 1-12) were enrolled in the preparation phase of the program. Of the 1,507 students enrolled in preparation courses 60 were in cooperative education, 859 in home economics, 38 in industrial electricity, 42 in building trades, 42 in automotive repair, 380 in agriculture, 21 in business and office, 24 in drafting, and 41 in metal trades. Agriculture and home economics courses were offered in the three junior-senior high school attendance centers. The other vocational courses were offered at the centrally located vocational complex.

Remedial Education

The remedial education provided by the career-centered project has been of great value to the effectiveness of the program. Students in the career development project (usually those at the occupational orientation level or the preparation level) with difficulties were referred to the remedial class. While most students were deficient in several areas, reading and mathematics were the biggest stumbling blocks to the largest percentage of

TABLE VIIe

SUMMARY OF JONES COUNTY EXEMPLARY
PROGRAM PLACEMENT ACTIVITIES DURING 1971-72

Activities	Center A	Center B	Center C	Total
	No. Placed	No. Placed	No. Placed	
I. PLACEMENT ACTIVITIES WITHIN THE SCHOOL				
A. Remedial Education	40	98	63	201
B. Senior Placement L-III				
C. Special Education				
D. Testing:				
1. C.A.T.	250	200	250	700
2. C.T.M.M.	190	200	180	570
3. Kuder E.	300	375	500	1175
4. Kuder CH	50	22	80	152
5. P.M.A.	350	300	-	650
6. M.M.P.T.	-	-	-	-
7. Schonnel	40	15	60	115
8. Stanford	70	-	65	135
9. Dolch	20	-	60	80
10. Other (specify) VIP,CTBS				
E. Placement on Jobs within the School:				
1. Lunchroom	15	8	3	26
2. Maintenance (Custodian)	8	20	6	34

TABLE VII (Continued)

Activities	Center A	Center B	Center C	Total
	No. Placed	No. Placed	No. Placed	
3. Bus Drivers	10	12	4	26
4. Bus Flag (boy-girl)	80	55	29	164
5. Career Resource Center Librarian	10	8	-	18
6. Librarian assistants	25	6	14	45
7. Teacher assistants	10	25	25	60
8. Office assistants	15	1	-	16
9. Athletic managers	12	11	16	39
10. Vocational, trade, related	88	65	90	243
11. Student Nurse's aide	-	8	-	8
12. Audio-visual helpers	10	-	10	20
13. Student teacher's aide	-	-	15	15
14. Student secretary, clerk, rel.	25	25	10	60
15. Student receptionist	3	1	3	7
II. PLACEMENT ACTIVITIES OUTSIDE THE SCHOOL				
A. Vocational rehabilitation	-	9	1	10
B. Miss. Employment Service	420	150	435	1005
C. Private Employment Service	-	-	-	-
D. Psychologist - Psychiatrist	-	-	-	-
E. Doctors, Dentist, related	15	-	-	15
F. Health Department Service	-	-	-	-

TABLE VII (Continued)

Activities	Center A	Center B	Center C	Total
	No. Placed	No. Placed	No. Placed	
G. College - University	245	90	101	436
H. Vocational - trade & related	-	54	66	120
I. Seminaries	-	-	-	-
J. University Services	-	-	-	-
1. Speech & Hearing	-	-	7	7
2. Guidance & related	-	-	-	-
3. Psychology Clinic	-	-	3	3
K. Title Programs	-	-	2	2
L. Social Clubs	-	-	-	-
M. Ministers (counselor)	-	-	-	-
N. Legal Service (counselor)	-	-	-	-
O. Financial Service (counselor)	-	-	-	-
P. Ellisville State School	-	-	-	-
Q. On the Job				
1. Part time	330	188	350	868
2. Co-op	36	22	16	74
3. Summer	522	101	492	1115
4. Full time	22	-	1	23
5. Temporary	502	-	563	1065

students. If those students were to pursue their educational and occupational objectives, additional assistance had to be provided through remedial classes.

A total of 157 students were involved in the remedial reading phase of the program. Only 11, or seven percent, made little or no progress as indicated in Table VIIIe. Slightly over 62 percent of those students enrolled gained one year or more in reading.

Intensive and Short-Term Skill Training

During the second year of the program's operation the short-term intensive training portion of the project was implemented. This was designed for those students (both those about to drop out and those about to graduate) who had not previously been enrolled in one of the regular vocational programs and did not possess a salable skill. Problems were encountered in enrolling enough students with the same interest areas at one time to justify employment of additional personnel for instruction. This problem was overcome by making all vocational courses in the vocational complex "open-ended" and allowing students desiring specific skills to enter the classes and stay as long as feasible. In some instances dropout-prone students elected to stay in the vocational courses for the entire school day in order to develop specific skills. A total of 34 students took advantage of the program during the year. Of this number four developed skills in the metal trade area, six in drafting, one in auto mechanics, nine in building trades, and fourteen in electricity.

Table VIIIe
GAIN IN MEAN READING LEVEL OF STUDENTS ENROLLED IN THE REMEDIAL PHASE OF THE EXEMPLARY PROGRAM DURING 1971-72

Gain in Six Months In Years	(N=157) No.	Percent
0- .49	11*	7.00
.5- .99	48**	30.40
1.0-1.49	39	24.70
1.5-1.99	24	15.20
2.0-2.49	18	11.40
2.5-2.99	3	1.90
3.0-3.99	9	5.70
4.0 and above	5	3.20

*Five of these students were classified as special education students

**One student was classified as a special education student

IV. RECOMMENDATIONS

During the second year of operation numerous recommendations evolving from evaluative activities were fed back into the program through the state and/or local project directors. Most of these recommendations were implemented and will not be elaborated upon in this section. Consequently, only those recommendations given at the end of the second year of operation will be reported in this section. The authors of the second evaluation report recommended that:

*Funding should be continued for the third year of operation.

*Continued emphasis should be placed on providing remedial education classes for all students needing this service.

*Continued emphasis should be given to making the project an integral part of the on-going school system's activities.

*Curriculum guides (grades 1-12) should be refined and printed in sufficient quantities to distribute to other school systems.

*Additional student recruitment activities for all vocational courses should be conducted.

*A feasibility study on providing additional vocational offerings for the school districts should be conducted.

*Continued emphasis should be placed on providing intensive short-term skill training for dropout-prone students.

*Placement services should be continued and expanded.

*Intensive in-service training for project personnel should be continued.

*Public relations activities connected with the program should be continued.

*Plans should be finalized for the continuation of the program as Exemplary Funds are phased out.

V. SUMMARY

The goal of the project stated in its simplest form was to establish structural relationships which facilitated the implementation of the career-centered concept in the Jones County School System. The approximately 8,000 students in the school system were to be involved in the program in various ways. The program began with the elementary schools providing students with career information and counseling, access to resource persons, and field trips incorporated into the "regular" elementary curriculum. The program in the junior high school expanded and intensified career exploratory experiences through a specially designed course, occupational orientation, as well as counseling activities which assisted students in the occupational choice process. At the high school level students received assistance in planning for and attaining vocational goals and preferences through a variety of vocational programs.

The evaluation procedure centered around the use of the program's educational goal and objectives as a standard by which the outcome of the project was assessed. Evaluation activities for the first year of operation were centered around the "process." In addition, baseline data were collected on the "product." These activities continued during the second year of operation. The procedure included data collection; analysis of records and reports; judgments of qualified analysis of equipment and supplies, purchase and utilization; analysis of program activities; and analysis of opinions of program staff, State Division of Vocational and Technical Education personnel, consultants, school system faculty and administration, parents, and students.

Recommendations which originated from evaluation activities during the first year of operation were all implemented by the project staff during the second year of the project's operation. Many of the recommendations were of the type which required continuous efforts over several years. These were not repeated in the Second Interim Evaluation Report.

During the second year of operation, progress was made in "fusing" the career-centered concept into the ongoing curriculum at the elementary level. In-service activities continued at a high level for all project personnel. Changes were made in the occupational orientation course which provide for greater use of team teaching. This resulted in an increase in the number of "hands-on" occupational experiences students received. The use of pre-test and post-test instruments indicated approximately a 40 percent increase in occupational knowledge in a six weeks period. Exemplary program students consistently rated higher in occupation knowledge than did comparison groups.

Placement centers were established at each of the junior-senior high school attendance centers, and in-school and out-of-school placement occurred. A total of 18.92 percent of the entire school population (grades 1-12) were enrolled in vocational preparation courses (regular vocational courses) during the second year of the program's operation. Remedial courses contained maximum enrollments. An intensive short-term skill training program for those about to leave school (both by graduation and dropping out) without occupational skills was implemented during the second year of the program's operation. Special emphasis was placed on dropout-prone students by this intensive skill training program.

Upon analysis of evaluative data it was concluded that the project was making progress toward the attainment of its goal and objectives and should be funded for the third year of operation. Specific recommendations resulting from the second evaluation effort included:

*Continued emphasis should be placed on providing remedial education classes for all students needing this service.

*Continued emphasis should be given to making the project an integral part of the ongoing school system's activities.

*Curriculum guides (grades 1-12) should be refined and printed in sufficient quantities to provide other school systems with these materials.

*Additional student recruitment activities for all vocational courses should be conducted.

*A feasibility study on providing additional vocational offerings for the school districts should be conducted.

*Continued emphasis should be placed on providing intensive short-term skill training for dropout-prone students.

*Placement services should be continued and expanded.

*Continuation of intensive in-service training for project personnel.

*Continuation of public relations activities connected with the program.

*Plans should be finalized for the continuation of the program as Exemplary Funds are phased out.

V-C. THIRD PARTY EVALUATION

Fiscal Year 1972-73

THIRD
INTERIM EVALUATION REPORT

Project No. 0-361-0067

Grant No. OEC-0-70-5177 (361)

THE CAREER-CENTERED CURRICULUM
FOR
VOCATIONAL COMPLEXES IN MISSISSIPPI

An Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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June 1973

I. INTRODUCTORY SECTION

A. LOCALE

1. Geographical Description.
   (See Section V-A page 55e)

2. Density and Population Trends.
   (See Section V-A page 55e)

3. Occupational Breakdown and Locale.
   (See Section V-A page 55e)

4. Unemployment Rate and Trend. The total work force in The Employment Security District in February, 1973 was reported to be 35,280 as compared to 34,680 for February, 1972. This indicated a general increase in employment of 1.7% for the current FY over FY 72. Employment in manufacturing jobs declined .9% during the same period while agricultural employment increased .3%. As of December 31, 1972, Jones County was no longer designated as a depressed county due to a low rate of unemployment and other factors.

5. Income of Residents. Data obtained from the 1970 Bureau of Census indicated that approximately 22% of all the families in Jones County had an annual income less than poverty level (below $3,000). The median family income (1970) was reported to be $6,630 while the average family income was $6,968. More than 16% of the families in the county have annual incomes in excess of $10,000. The economic index (state rank) placed Jones County in the top 10 of 82 counties as the state wealth contributed by the county was reported to be approximately 3%.

6. Families Receiving Welfare Assistance. Approximately 3,012 families in Jones County received some type of welfare assistance during 1972. The number of families receiving food stamps or commodities was not reported, however the number of families receiving assistance in other categories are shown in Table IIe.

B. THE SCHOOL SYSTEM

1. Facilities Description
   (See Section V-A page 58e)

2. Enrollment. There has been a trend towards a slight increase in the enrollment for the past ten years (1962-72) as a net gain of 175 students was reported for the period. A total of 4238 elementary students were enrolled during the third month of the 1972 school year. The Average Daily Attendance records indicated that approximately 95% of the elementary students attended school

Table IXe Area Employment by Occupational Categorizations During Exemplary Program Operation

Occupational Category	Employment February 1973	Employment January 1973	Employment February 1972	Percent Change (+ or -)
Agricultural (Production)	4,290	4,290	4,290	
Food Processing	1,290	1,290	1,270	
Agricultural Total	5,580	5,580	5,560	+ .3%
General Manufacturing (includes lumber and wood)	3,780	3,810	3,660	
Apparel	1,790	1,820	2,070	
Printing and Publishing	140	140	120	
Machinery	1,420	1,490	1,450	
Other Manufacturing (furniture, fixtures, paper, stone, clay, glass and metals)	600	610	500	
Manufacturing Total	7,730	7,870	7,800	- .9%
Construction	1,140	1,070	1,090	
Transportation and Utilities	1,310	1,300	1,260	
Wholesale and Retail Trade	4,530	4,560	4,240	
Finance, Ins., and Real Estate	700	700	650	
Service and Miscellaneous	4,030	4,070	4,070	
Government	5,930	5,940	5,680	
Other	4,330	4,330	4,330	
Nonmanufacturing Total	21,970	21,970	21,320	+ 3.0%
Employment - Grand Total	35,280	35,420	34,680	+ 1.7%

Table Xe

Number of Jones County Families Receiving Welfare Assistance by Category

Category	No. Families June 1969	No. Families June 1971	No. Families June 1972	1969-72 Percent Change
Old Age Assistance	1427	1560	1707	+ 19.62
Aid to the Blind	41	36	50	+ 21.95
Aid to Dependent Children	413	563	676	+ 64.41
Aid to the Disabled	436	522	579	+ 32.80
Total Families	2317	2681	3012	+ 30.00

on a daily basis.

The three high schools reported a combined total of 3940 students enrolled during the third month of the school year. The Average Daily Attendance records indicated that approximately 97% of the high school students attended school on a daily basis. Table IIIe depicts the elementary and high school enrollment for the third month of the 1972-73 session.

3. School System Faculty. During the 1972-73 session there were 322 persons employed in the system as teachers, counselors, or administrators. Of this number, 70 possessed a master's degree, 247 possessed a bachelor's degree and five had not completed the bachelor's degree. The latter five persons were qualified trade instructors employed in the vocational complex. In addition, the system employed teacher aides, secretaries, custodians, and other service personnel.

4. School System Administrative Structure.
(See Section V-A page 62e)

5. School System Curriculum. Eighteen units (or credits) were required by the school system for graduation during the 1972-73 session. Specific requirements for graduation from the system are:

    English - - - - - - - - - - - - 4 units
    Mathematics - - - - - - - - - - 2 units
    Social Studies - - - - - - - - 3 units
    Science - - - - - - - - - - - - 2 units
    Electives - - - - - - - - - - - 7 units

    The change from a requirement of 17 units for graduation to 18 units could impede the future vocational technical enrollment as those students meeting vocational classes one-half of the school day may have trouble meeting the graduation requirements in the time allocated.

6. Dropout and Transfer Trends. Based upon current data, approximately 70% of all students entering the first grade in the system will remain to graduate from high school. During the 1971-72 school year dropouts were reported to average .48% for each of the first six grades, 3.40% for grades 7 and 8 respectively and 5.88% for grades 9-12 respectively. The overall average dropout for grades 1-12 was reported to be 2.74%. A comparison of the 1972-73 dropout figures with an average of the last 5 years indicated that dropouts are slowly increasing each year, however they are still below the average for the state of Mississippi.

7. Financial Status of School System. From 1962-63 to 1971-72 revenue for the support of the county school system increased from $415,804 to $696,589 at the local level, from $1,157,189

Table XIe

Jones County School System Enrollment

During 1972-73 Session

(By Attendance Centers)

Attendance Centers	Enrollment 3rd. Mo.	A.D.A. (3rd. Mo.)
Junior-Senior High Schools (gr. 7-12)		
Northeast Jones	1238	1196.85
South Jones	1147	1117.05
West Jones	1555	1518.90
Jr. - Sr. High Totals	3940	3832.80
Elementary Schools (Gr. 1-6)		
Calhoun	537	510.90
Ellisville	854	808.20
Glade	497	474.80
Myrick	274	265.15
Pendorff	214	186.60
Powers	275	269.55
Sandersville	318	298.50
Shady Grove	601	576.80
Elementary Schools (gr. 1-7)		
Moselle	373	368.10
Soso	295	286.75
Elementary Totals	4238	4045.35
System Totals	8178	7878.15

to $2,561,138 at the state level and from $25,848 to $711,865 at the federal level (not including capital outlay). In addition, other sources of revenue for 1971-72 amounted to $10,393.

The expenditure per pupil increased from $191.50 to $410.00 during the same period with local and state revenue accounting for only a small portion of the increase as federal revenue increased twenty-seven fold. The tax levy for the school system is the maximum allowed under state law - 25.0 mills.

II. THE EXEMPLARY PROGRAM

A. BACKGROUND INFORMATION

1. Origination of Program
   (See p. 66e)

2. Modification of Existing School Programs
   (See p. 66e)

B. SCOPE OF THE PROGRAM

1. Participants Served. All of the Jones County School System's approximately 8,178 students were involved in the Exemplary Program in some manner during its three years of operation. Those students who were not directly involved in the program were indirectly influenced through such activities as poster contests, recruitment, counseling, assembly programs, parades, homecoming events, etc.

2. Objectives of the Program.
   (See p. 67e)

C. PERSONNEL

1. Personnel Added by the Program. A total of 26 professional level staff positions were utilized in the implementation and continuation of the program at the local level. This number included positions in administration, coordination, counseling and instruction. In addition, one secretarial position and three teacher aide positions were utilized in the project implementation and through the continuation of the project. All 26 professional-level positions were filled with persons meeting the state certification requirements and having the minimum of a bachelor's or higher degree. The professional-level positions and administrative structure of the program are shown in Section V-A, page 67e.

2. Administrative Staff. The four persons employed to administer and coordinate all phases of the exemplary project had an average of 19 years of teaching and administrative experience. The staff possessed experience from the areas of vocational agriculture, home economics, guidance and counseling, history, and elementary education in addition to administrative and supervisory experiences. Several administrative staff members were employed from neighboring counties to serve in the project prior to its implementation. The entire administrative staff devoted full time to administrative and coordinative activities.

   The local project director had 22 years of vocational teaching and administrative experience prior to his employment in the exemplary project. He assumed the responsibility for coordinating all phases of the program with the State Project Director and he participated in the recruitment, selection and supervision of all personnel. Additional duties included purchasing, arranging for consultants, conducting in-service training for the staff, public relations, evaluation, and preparation of the necessary reports.

The coordinator of placement, follow-up and evaluation also served in the capacity of coordinator of guidance and testing. His responsibilities included counseling with staff and students, obtaining and providing vocational guidance information, collecting, organizing, and analyzing materials, selecting and using measuring instruments, synchronization of the testing program, interpretation of test results, conducting follow-up of students and assisting in student placement.

The coordinator of occupational orientation had 27 years of vocational teaching and administrative experience. His responsibilities included coordination of equipment, supplies and materials and making recommendations on certain items to be purchased. He was also directly involved in material development, course guide preparation and utilization, staff development and overall assessment of the occupational orientation program.

The original administrative structure provided for a coordinator of cooperative education. This position was filled until the untimely death of the coordinator. Following the vacancy in the position, the recommendation was made to phase out this position and add a new position of elementary coordinator. This position was established in order to provide increased emphasis upon career development on the elementary level.

The elementary project coordinator's responsibilities include obtaining and distributing teaching aids, equipment, and supplies to elementary teachers; scheduling resource persons, films, etc.; assisting in the development of objectives, methods, and evaluation of the elementary activities; assisting in the survey of local resources; and conducting in-service programs on the elementary level. The coordinator also assists in the overall planning, implementation and evaluation of the entire exemplary project.

3. Student Service Personnel. The exemplary program added one vocational guidance counselor to each of the three combination junior-senior high school attendance centers. All persons employed in these positions held master's degrees and averaged 15 years of experience at the beginning of FY 73. Their responsibilities included collection, organization, and analysis of student information to be used in individual vocational and educational planning; providing counseling services, selecting students for vocational courses, referral of students to local,

state, and federal service agencies assessing counseling effectiveness and assisting in interpreting the aims and objectives of the exemplary project to students, faculty, parents, and the community.

4. Instructional Personnel. The exemplary program added three cooperative education teachers, nine occupational orientation teachers, four remedial education teachers, three consumer education teachers, and three teacher aides to the regular instructional staff. All of the teachers and teacher aides were assigned to the three combination junior-senior high school attendance centers with the exception of one remedial teacher who was assigned to the vocational complex. All instructional personnel meet State certification standards.

   The three junior-senior high schools had cooperative education teachers assigned to them. All of the teachers held bachelor's degrees and averaged 4 years of teaching experience when employed. Their responsibilities include: working closely with guidance and counseling personnel; arranging for student training stations; providing for individualized study; developing training plans; promoting good public relations; and supervising students at on-the-job training stations.

   Nine occupational orientation teachers were employed and all possessed a bachelor's degree and met state certification requirements. The teachers had an average of 9 years teaching experience prior to the implementation of the project. Their responsibilities include providing students with sound knowledge and experiences for making career choices; assisting students in self-assessment; assisting students in understanding the American economy and the world of work; and maintaining follow-up records.

   Four remedial education teachers were employed in the project and they had an average of 9 years of teaching experience prior to the implementation of the project. Three of the teachers were assigned to the junior-senior high school attendance centers and one to the vocational complex. Their responsibilities included: developing an instructional program for dropout-prone students; developing a system for selecting students needing remedial assistance; adapting remedial subject matter to vocational choices of students; providing remedial instruction; and assisting the faculty in providing remedial instruction in specialty areas.

   Each of the three junior-senior high school attendance centers was provided with one consumer education teacher. The three teachers had an average of 7 years teaching experience and their responsibilities included: planning, developing and utilizing units of instruction in consumer education for students; conducting a visitation program; surveying opportunities; utilizing news media for consumer education activities; and assessing the consumer education program.

Two of the three teacher aides in the program had some college training. Each junior-senior high school attendance center was assigned one teacher aide to be utilized in duplicating materials; monitoring study activities of students; assisting in record keeping; assisting in the development of teaching aids; and operating audiovisual equipment.

5. Recruiting and Maintaining Personnel. A delay in the final approval of the project, in all probability, resulted in an inability to conduct an intensive pre-service training program for the staff. Difficulty was experienced in recruiting personnel for the various positions to be filled the first year and this was attributed to the approval delay also. The first year of operation resulted in only one position not being filled and this reportedly was due to the unavailability of a qualified cooperative education teacher. Two vacancies in the professional staff occurred during the first school year due to death or illness. One of the vacancies was filled while the unfilled position of cooperative education coordinator was phased out to create a new elementary coordinator. Two occupational orientation teachers and one counselor resigned at the end of the first year to accept employment with other school systems. The second year of operation (FY 72) was somewhat smoother as all staff positions were filled and a number of new applications were filed. At the end of FY 72 several positions became available due to maternity leaves, family relocation and securing jobs outside of the district. The third and final year of operation opened with the following new staff members: one guidance counselor; two consumer home economics teachers; two teacher aides; three occupational orientation teachers; and a new secretary. Although some turnover in personnel was evident during the 3 years of operation the recruiting of competent personnel did not appear to be a major problem.

D. PROCEDURES

(The Jones County Career-Centered Project was funded for a three-year period. This final report is an evaluation of all three years of operation.)

1. Physical Arrangements.
   (See p. 71e)

2. Review and Planning. Several review and planning sessions were held prior to and throughout the duration of the project. The sessions usually involved local project personnel, the State Project Director, resource persons, R/CU personnel, and consultants. In addition, the State Advisory Council met with the project personnel in a review session at the beginning of

the third year of operation. Review and planning sessions for the first and second year of operation were generally involved with the implementation and continuation of the project. During the third and final year of operation, the review and planning sessions were concerned generally with the finalization and completion of the project, perfecting the curriculum guides and meeting the obligations and terms outlined in the project.

The local exemplary administrative staff engaged in weekly planning and review sessions at the vocational complex. The planning and review sessions generally involved the vocational counselors who served as liaison officers for the different junior-senior high schools. A team approach was utilized throughout the duration of the project in reference to evaluating teachers and their career related activities.

Daily planning and review sessions were held by teachers from the different attendance centers. These sessions were conducted during the school day and after normal school hours and they resulted in numerous beneficial modifications in the project's activities. After the first year of operation, the daily planning and review sessions gave the teachers an opportunity to develop summarized outlines of career-related activities that were adaptable to various grade levels and subject areas of each school. These outlines were distributed to local exemplary staff, the classroom teachers and to the local school administrators. The outlines provided the exemplary administrative staff additional insight into problem areas and also aided in the distribution of supplies and equipment. It was apparent that the planning and review sessions were not a panacea for all problems; however, they did serve in helping to establish a more uniform career education program.

3. In-service Training. A variety of activities were carried out by staff members and all local teachers involved in the exemplary project during the summer months of FY 73. The major objective accomplished was the updating of the curriculum guide for occupational orientation, Levels I and II. The guide was updated by making teaching guides (lesson plans) in the form of behavioral objectives and by building in an evaluation component consisting of pre-tests and post-tests for each unit. A self-evaluation form was included for the instructor which served as a tool to further revise the career-related instructional methods, techniques and activities.

Prior to the opening of school, a report form for use by occupational orientation teachers was developed by teachers, the coordinator, and outside evaluation personnel. The form was based on the instructional activities of the teachers. The instructional process or activities were divided into three major headings: (1) instructional objectives, (2) materials and/or resources utilized, and (3) evaluation. The reporting form was developed around the curriculum guide currently in use. The purpose of the form was twofold. First, the form serves as a direct source of feedback for the administration and evaluation personnel. Second, an underlying purpose of the form was to utilize teachers' outlines for weekly planning and to budget instructional activities and resources. Thus, the form was utilized as a planning and feedback instrument.

During the preschool in-service activities, new teachers of occupational orientation were oriented to the career education concept as well as to the operational phase of the total program. Special emphasis was placed upon new personnel's becoming familiar with the objectives of occupational orientation phase of the program. In addition, in-service activities were designed to assist all personnel in increasing their knowledge of available opportunities in the world of work in the immediate area. Field trips (teachers only) to local industries were utilized extensively to gain first-hand knowledge. These field trips served the purpose of assisting teachers in understanding the barriers between school and skills required in the world of work for employment. The world of work areas visited included: newspapers, dairy farms, lumber by-product mills, textile mills, recreational vehicle manufacturers, bottling works, radio and television stations, vocational-technical programs located at various junior colleges, wholesale firms, retail establishments, employment agencies, and a host of local, state and federal offices.

During the period, several teachers were involved in professional improvement through credit courses at institutions of higher learning. These courses resulted in meeting state certification requirements.

The success of the third year of operation was attributed to a more enlightened staff as all teachers participated in the in-service training sessions and the field trips. Career-related instruction was more evident during the third year as the teachers placed into use the ideas and knowledge they had acquired through the in-service programs. The objectives of the occupational orientation phase and its activities appeared to be adequately covered during the third and final year of the project.

4. Activities. The exemplary project was based upon the assumption that all children should be assisted by the school in making realistic career decisions. Each year of operation was designed to increase student awareness to allow for broader career exploration and to prepare for the world of work on a higher plane than had been possible during the previous year or years. Several observable differences were evident as the project advanced timewise. During the first year the occupational orientation teachers and the guidance personnel administered the Ohio Vocational Interest Survey (OVIS) and the

Vocational Planning Inventory (VPI). The second year was even more test-oriented as the Kuder-E and Primary Mental Abilities tests were added to the above. During the third year, interests were focused on the proper handling of the data that had been obtained previously and on more efficient placement procedures for students in the preparation stages.

The basic structure of the occupational orientation course during the first year was based on the eight categories of Ann Roe's Schema. The second year of operation differed from the first year in that the eight categories were incorporated into six basic units of six week duration utilizing team teaching. During the third year project personnel adapted and refined the instruments, procedures and materials developed the second year. They also transformed career-centered lesson plans into behavioral objectives in order to facilitate their utilization in regular classroom situations.

The occupational orientation teacher-pupil ratio was 1-92 during the first year (based on 23 pupils per class average). This figure dropped to 1-86 for the second year and increased back to 1-90 for the third year of operation. There was no evidence that the slight fluctuation was due to anything other than annual enrollment differences.

The remedial teachers utilized the Stanford Diagnostic Reading Test, The Schonell Graded Work Reading Test, and several informal reading inventories to diagnose reading problems. The same instruments were utilized by the remedial teachers the second and third year, however, the Diagnostic Math Test was added for those students encountering difficulty in mathematics.

Many of the activities involving the elementary, junior-high and high school levels were nearly identical for each of the three years the project was in operation. These activities are listed in Section V-A, page 74e.

5. Instructional Equipment and Materials. The exemplary project utilized approximately the same instructional equipment and materials each year of operation until termination of the project. Some refinement in curriculum guides, commercially produced materials and other products was evident as the program continued. Four microfiche readers proved to be a valuable addition to the visual equipment during the third year of the project. One reader was placed in each of the junior-senior high schools and one was placed in the vocational-technical complex. The equipment was secured through the Mississippi Employment Security Commission and was utilized by the students in obtaining information on job openings throughout the state. The job information microfiche sheets were provided on a weekly basis by the Employment Security Commission.

Audio equipment, visual equipment, printed materials and miscellaneous equipment and materials utilized throughout all three years of the project are listed in section V-A, page 81e.

6. Parent-Community Involvement. Parents and community leaders were not utilized on a broad scale the first year of operation; however, they were informed of the project through several radio programs and newspaper articles. The project personnel also prepared individual information sheets that were delivered by school children at various times during the year to the parents in the community (see samples A-B).

   The second and third year of operation tended to involve the parents and community leaders in many of the career activities in practice. Parents and community leaders served as resource persons and as guides on field trips. Staff personnel made special efforts to engage parents in private conferences at the school and many conferences were held over the telephone when other arrangements failed. The local project director and Superintendent of Education held several short informal talk sessions over local radio stations and several newspaper articles depicted career activities at various grade levels. The most apparent feedback on community acceptance of the project was through programs presented to civic clubs, etc., by staff personnel. The attitudes most prevalent were "I think this is probably a good program" or "This program is an asset to the community." Samples A-D are examples of the types of activities that were prevalent throughout the career education project.

7. Budget. The program was designed to involve each pupil in the school system and all costs concerned directly with career-development were included in the budget (not including capital outlay). A total of $484,919 was budgeted for the third year (FY 72-73) of operation. Of this total, $258,009 came from the Commissioner's and State Board's share of exemplary funds and $71,821 from State and Federal funds. In addition, $155,089 in local funds were utilized in the project.

   Per-pupil costs were presented in a dicotamous fashion throughout the duration of the project. First, the per-pupil cost was presented for the total program and secondly, the per-pupil cost was presented for the career-centered exemplary project. The total per-pupil cost was $59.30 and the exemplary per-pupil cost was $31.55. A total of 8,178 students were served during school year 72-73.

   A comparison of the first and second year of operation with the third year revealed no major variation in budgetary trends. The state's share decreased moderately the third year while the exemplary project's share increased slightly. The cost to the local district increased at the average rate of 4.5% per annum.

The total per-pupil costs and exemplary per-pupil costs decreased each year the program was in progress.

Sample A

Leader-Call, Laurel, Miss., Tues., May 8, 1973

Eighty First Grade Pupils Give Program At Glade PTO

The Glade PTO met recently for the final meeting of the current school year. The business meeting was quickly disposed of in order to allow ample time for the program.

A large gathering composed of parents, grandparents, teachers and friends were delightfully entertained by eighty first grade boys and girls, who were responsible for the evening's program.

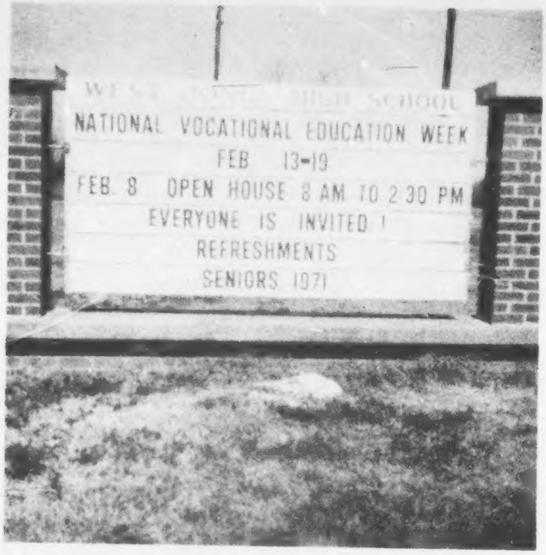
As the culmination of an extensive study of "Community Helpers", the students decided to give a program with the thought-provoking title, "What Will I Be When I Grow Up."

With many wearing bright red firemen hats because of the great interest shown in Laurel's newest fire truck, and others costumed as people of different occupations, the children told through narration and song what they might be when they grew up.

First grade teachers at Glade are: Mrs. Mary C. Renfro, Mrs. Jean Thrash, and Mrs. Elizabeth Keys. Teacher's Aide is Mrs. Sharon Harrison. Mrs. Renfro's room mothers served refreshments.

Elementary student involvement in career education was apparent throughout the school year. The above poster is one of the many classroom aids utilized in developing student awareness to the world of work.

Sample B



Parental and community involvement was solicited throughout the duration of the exemplary project. Open house proved to be an effective method for dissemination of career-related information.

A local resource person from South Central Bell demonstrates line and telephone repair techniques to students at one of the elementary schools in Jones County.

Sample C

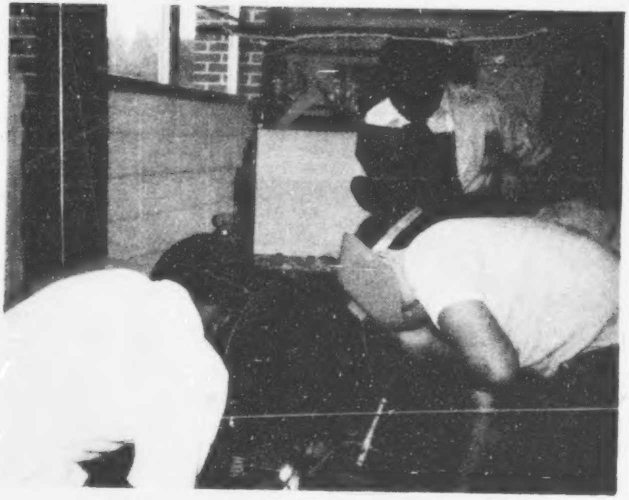
DON'T MONKEY AROUND WITH YOUR FUTURE
MAKE PLANS NOW!

Student participation in program activities was encouraged through varied teaching techniques designed to foster latent talent. "Don't Monkey Around With Your Future" was a slogan coined by a local seventh grade student in Jones County.

A consumer education class learns the basic tasks involved in food preparation. They also discovered that many careers are available in food trades and related areas.

Sample D

Junior-high students study electricity by assembling simple electrical components. Hands-on experiences were used to heighten reality and to provide for transfer of learning from the workshop to the classroom.



A shop teacher at West Jones supervises an electric welding class in which students receive hands-on experience. Students, in preparing for careers, have learned that reality in the classroom leads to better job satisfaction after graduation.

III. EVALUATION ANALYSIS

The evaluation sections of the final report were devoted to "process," and "product" evaluations. Both "process" and "product" were used to formulate evaluative methodology. Before proceeding to conclusions toward overall attainment of project objectives, a brief review of evaluation strategy for the first and second year is given.

At the onset of implementation of the career-centered concept, it was hypothesized that evaluation activities could make the most significant impact on the success of the implementation phase of the program by focusing on the process. It was felt deficiencies in the process detected at early stages could best be corrected with the least amount of confusion during the initial period of project operation. Evaluative data concerning the process was continually fed back and incorporated into the redirection of the program. Therefore, evaluation activities for the first year of operation were centered around the "process." (For details, conclusion and recommendations, see section V-A, p. 55-e.)

By the beginning of the second year of operation it became evident that the "process" had been refined to the point where it was functioning at a sufficiently stable level to allow some type of "product" evaluation to begin. During the second year of the project evaluation, activities began to focus on the "product" in a much greater detail. The second evaluation report was a combination of "process" and "product" evaluation. (For details, conclusions, and recommendations, see section V-B, p. 109-e.)

In the third and final evaluation report (FY 73) a general summary of both previous years was given. In addition to the preceding, specific details and conclusions were given concerning the activities of FY 73. As in previous evaluation reports, the evaluation team used the program's objectives as the basis by which the outcomes of the project were assessed. The writers utilized the project's objectives in the realm of an educational goal and developed specific evaluative objectives for the purpose of analysis. Specific details, procedures, activities, conclusions, and recommendations concerning the FY 71 and FY 72 evaluation reports are found in sections V-A and V-B of this report.

1. Evaluation objective: To provide an administrative organization for efficient operation of the program.

   The administrative structure designed to implement the program was utilized and provided for functional operation of the program the first year. However, modifications were made toward the conclusion of the first year in regard to the elementary phase of the program. It was concluded that if the program was to have significant impact upon the entire school system in a three year period, a position with specific duties and responsibilities in relation to the elementary program should be created. This change in the administrative organization was implemented at the conclusion of the first year of operation.

Administrative personnel employed for the program were well qualified and averaged more than 16 years of teaching, counseling, and/or administrative experience at the onset of the project. This aided in the successful operation of the entire program. Problems were attacked by all members of the staff in a team effort.

Evaluative analysis indicated that the reporting and record keeping systems were adequate for the early phases of the program. Administrative duties were varied and sometimes hectic during implementation of the program. Methods of informing project personnel as well as receiving feedback from teaching personnel were varied. Group meetings, memos, conferences, workshops, etc. were all utilized. Some difficulties resulted from too many different solutions to the same problem being offered to project personnel at the same time by consultants and other persons with specific expertise who worked with the staff during implementation phase. Much time during the first year was spent in ordering equipment and supplies and in conducting curriculum development activities. Along with these tasks, there was the responsibility of supervision of personnel.

During the second year of operation, the project became more systematized. Additional procedures as well as an increased communication flow was established. Specific duties, responsibilities, and positions of personnel were further developed which resulted in increased program effectiveness.

One problem observed was that of reporting. Local written reports lacked detailed accounts of activities of all personnel, which made it difficult to assist school systems implementing career education programs. Increasing the reporting effectiveness became a prime focus area for FY 73 and is discussed later in the report.

The third year (FY 73) of operation proved to be of continued efficiency for the administrative structure. After two years of experience with the program, the administrative personnel's expertise increased to:

(1) plan for the up-coming school session; (2) plan in-service activities; (3) select and secure instructional aids and equipment; (4) provide relative supervision to program personnel; and (5) assess and utilize evaluative information for the increased effectiveness of the program.

During the year additional efforts were made to refine the flow of communications. This resulted in less reliance upon group meetings at the vocational complex. Teachers in the different areas of the program used a planning and summarization outline to record daily activities. In turn guidance counselors served as liaison personnel and met with administrative personnel to plan for the up-coming week and to review the previous week's activities. This provided additional time for teachers to work as a team at their respective schools in order that instructional activities could be further assessed and planned. This also aided in providing additional time for supervision and assisting personnel with individual needs.

Planned workshops (during the summer) assisted personnel in focusing upon project standardization. New personnel benefited greatly by workshop activities designed to orient them to the objectives and methods used in the program. During the workshops curriculum guides were updated and revised.

During the summer, an improved system for gathering and reporting activities was developed. This utilized the teachers' daily activities, time schedule, instructional materials, etc. as a basis from which to begin. Teachers utilized an outline for planning and summarizing weekly activities. These outlines were used to keep all interested parties informed about the activities being conducted by the project personnel.

Final analysis of the budget revealed funding sources as being regular Part B Vocational Funds, State Funds, Part G Vocational Funds, Local Funds, as well as Part D Exemplary Funds. Of the total amount approximately 38 percent were exemplary funds. Item analysis showed that approximately 83.2 percent was used for personnel salaries, and employee benefits as compared to 58.6 percent in the first year. This reflects primary cost of implementation plus the addition of the consumer home economics teachers. Of the remaining expenditures 3.9 percent was allotted for travel, 7.35 percent for supplies and materials, 1.85 percent for evaluation, and approximately 3.2 percent for other services (communications, etc). It was noted that less than one-tenth of one percent was spent on equipment, during FY 73 as compared to 29 percent during initial implementation (first year).

In conclusion, the administrative structure was refined and sophisticated throughout the duration of the project. It proved to be a workable, efficient structure for such a project.

2. Evaluation objective: To provide adequate facilities for the operation of the program.

The project was implemented at the same time the school system opened under a unitary school plan. This provided some difficulty in the overcrowding of facilities in the different school plants. During the operation of the program additional space was provided either in the form of mobile classrooms or traditional classrooms.

Throughout the duration of the project, the administrative staff utilized the centrally located vocational complex for offices. This also afforded ample room for storage of instructional material, some equipment and served as a centrally located site for distribution of materials to be shared by all schools in the system. The vocational complex also provided ample space for large group meetings, workshops and other in-service activities.

Facilities at the individual school plants were, insofar as possible, equipped with materials and supplies that facilitated instruction in career education in the individual classrooms. Remedial teachers utilized well designed language laboratories for the instruction of students with special needs. These facilities were well equipped with listening labs and other supplementary audio equipment.

Occupational orientation teachers were provided with traditional type classrooms, consumer education equipped mobile classrooms, and industrial arts shops. These facilities were utilized for maximum attainment of instructional objectives through "hands-on" experiences and simulation.

Guidance personnel facilities were generally good. Each counselor was housed in a private office with ample guidance materials. In two schools the counselors were centrally housed in the administrative wing, while in the third school the counselor was housed closer to individual teachers. Counselors housed centrally apparently were utilized to a lesser degree by the career-centered project personnel than those housed closer to teachers.

These counselors seemed perhaps to be more of an integral part of the program and aided more students in both individual and group counseling sessions. The reasons for this may be varied. Personalities, individual initiative, etc. could have played a role, but it is believed that counselors were called on more frequently to perform small administrative details when housed close to administrative offices.

Cooperative vocational education classes used traditional styled classrooms. Over the three year period, enrollment in the classes increased, but facilities and equipment were adequate for the increased enrollment.

Overall utilization of facilities for the project was maximized. Facilities furnished for career-centered curriculum program had adequate lighting, heating, and acoustics. General appearance of all facilities was excellent at all times, with a thorough maintenance program in evidence.

3. Evaluation objective: To provide adequate equipment and supplies for the effective operation of the program.

The late implementation of the Exemplary Project during the first year of operation, in all probability, impeded the development of procedures and methods for procurement of needed supplies and equipment. However, a major portion of the supplies and equipment were listed as being received prior to the termination of the first year of operation. (See Table XII-e.) Additional supplies and equipment were added the second and third year as they became available and as a need for them arose. The only major items added were sound-on-slides and several microfiche readers. The equipment and supplies were all centrally located in the various schools while some major items were housed in the Jones County Vocational Complex. All major items were rotated between attendance centers and all teachers were provided with travel allowances to provide them an opportunity to visit the central storage point. During each visit staff personnel provided the teachers with inventory lists and allowed them to view the classroom aids which could be utilized in their respective classes. The teachers were encouraged to plan their lessons in advance to allow ample time for delivering of the desired classroom aids. In addition, all attendance centers were furnished certain supplies, materials and equipment for use solely by that center. The system was an apparent success as few complaints were noted from classroom teachers and local administrators.

Table XII-e

Annual Expenditures for Supplies and Equipment for the Exemplary Project

From July 1, 1970 til June 30, 1973

School Year		Expenditures for Supplies and Equipment
1970-71		$220,744
1971-72		$ 37,700
1972-73		$ 36,700
	Total	$295,144

4. Evaluation objective: To provide adequate staff for the implementation and conducting of an effective program.

The research project added a total of 27 new professional positions to the Jones County School System. This number included administrators, teachers, coordinators, and counselors. In addition one secretarial position and three paraprofessionals (teacher aides) were utilized in the project. All professional level persons met at least minimum state certification requirements and possessed a bachelor's degree. During the second year two positions at the professional level were combined and the project used a total of 26 professional personnel during its third year of operation.

A review of records, resumes etc. revealed that beginning the third year of the project, personnel averaged 16.6 years educational experience. A total of six new teachers and counselors were required to fill vacated positions at the beginning of FY 73. Of this number there were three first year teachers. With the help of teachers experienced within the program, the new personnel became oriented to project purposes and processes. This resulted in their being able to perform their duties and responsibilities effectively. All teachers held valid teachers certificates issued by the State of Mississippi.

Selection and recruitment procedures throughout the operation of the project were handled in the traditional manner. Salaries paid by the program were comparable with those of other personnel in the system. Filling vacancies of the program was not a significant problem of the project except during the first year one position as cooperative education coordinator went unfilled.

Throughout the project, teaching personnel had excellent work loads with few exceptions. In most instances, teachers held class four or five periods per day and had at least one period vacant for planning and/or related activities. Both group and individual planning time apparently was utilized to the maximum degree by most teachers.

As mentioned in previous evaluation reports, professional growth activities were continuous throughout the project. Many types of activities were used. Graduate credit courses, workshops, small group sessions, and school planning sessions, etc. were successful in orienting, up-dating, and presenting various processes of the project to personnel. Consultants, resource personnel, State Department personnel, and various local businesses and industries provided many learning experiences for teachers and counselors in the program. However, it seemed that the most significant experiences were those small group sessions in which teachers developed specific units for instructional purposes. This provided direction and insight for the teacher toward the instructional processes of the project while providing continuity of instruction. Planning of this type also increased the use of team teaching.

During the summer of 1972, occupational orientation and remedial teachers participated in a structured workshop designed for the production of more effective curriculum guides through utilization of a problem-solving approach. The workshop was housed in the Jones County Vocational Complex and a program evaluation was conducted to assess the value of such a workshop. Each participating teacher was urged to complete a questionnaire in reference to the effectiveness of the workshop and whether or not the materials developed by the group would be of use to them later in the classroom. (See Table XIII-e.)

It was deducted from the mean scores that a majority of the participants felt that the workshop was above average on all 15 categories listed. The weakest area, which was still above average, appeared to be the degree to which persons, other than the exemplary staff, helped in giving ideas or suggestions in materials developed. The strongest area listed was the degree to which the workshop dealt with problems encountered in the previous school session. In general, the workshop apparently fulfilled its objectives and provided the participants with adequate solutions to many of their current problems.

Another activity (in-service) that proved very helpful to the teachers was visits to local industries. Groups of teachers visited various businesses in the area to gain "first hand" information concerning particular jobs, skills, industrial processes, etc. There was an evident carry-over into the classroom from these activities. These types of activities probably did more to increase the effectiveness of the program over the long run than any other single activity.

Table XIII-e

Assessment of Occupational Orientation and Remedial Teachers' Attitudes and Opinions in Reference to the Effectiveness of a Workshop Held for the Production of Curriculum Guides

Statements	Mean Scores
Degree to which problems were diagnosed and defined.	5.23
Degree to which objectives of the workshop were problem-related.	4.77
Degree to which goals and objectives of the workshop were understood.	5.31
Degree to which outlined problem-solving procedures were used.	5.00
Degree to which teachers' inputs were utilized in establishing workshop priorities.	5.66
Degree to which the workshop dealt with problems encountered in the previous teaching term.	5.85
Degree to which the workshop stimulated interest of personnel to solve major problems.	5.15
Degree to which the workshop maintained interest.	5.23
Degree to which plausible solutions to current and emerging problems were formulated.	5.31
Degree to which the methodology used to accomplish workshop objectives was adequate.	5.08
Degree to which effective questioning and discussion among personnel were utilized.	5.31
Degree to which new and usable materials and/or other resources were available to the workshop personnel.	5.69
Degree to which overall workshop objectives were attained.	5.31
Degree to which persons, other than exemplary staff, helped in giving ideas or suggestions in materials revised or developed in the workshop.	4.54
Degree to which visits to industry helped you see and better understand the barriers between industry and education.	5.61

Note: "1" was the lowest rating, "4" was average, and "7" denoted the highest rating.

Overall, the project had well-qualified and dedicated personnel. However, in any situation there are those who lack initiative, self discipline, and certain inabilities are present. This was held to a minimum insofar as the career-centered curriculum program was concerned through supervision.

5. Evaluation objective: To provide an adequate curriculum for the implementation of the career-centered program.

It was deemed necessary for the career concept to span grades 1-12 and to include continuing education if it were to become an integral part of the Jones County educational processes. This meant that concerted efforts must be extended in the Elementary (Career Awareness), Junior High (Career Exploration), and Senior High (Career Preparation) phases of each student's educational experiences. In the three years of operation of the project, great strides were made in the development of curricular materials and activities that provide students with more meaningful and relevant information and experiences. However, it was not possible to conduct long range assessment in such a short period of time. Therefore, outcomes, conclusions, etc. are based solely on short term assessment. There is no evidence to verify whether the attitudes, opinions, progress, etc. which will be reported later in this document will be retained over a long period of time.

Elementary Level (grades 1-6)

The idea of implementing Career Awareness in the elementary school was for the use of standard components to infuse career-related activities into the curriculum. That is, reading, math, etc. were used as vehicles for providing occupational information and experiences. For grades one through three, a decision was made that subject areas and grade levels should be separated. In grades four through six only the subject areas were divided. Career information for elementary students was provided in the following broad areas:

Grade 1	Career information centering around the home and school.
Grade 2	Career information centering around the neighborhood and community.
Grade 3	Career information centering around surrounding communities.

Grade 4------------------Career information centering around the state.

Grade 5------------------Career information centering around the United States.

Grade 6------------------Career information centering around foreign countries.

Project personnel along with elementary personnel of the school system revised, up-dated, and/or developed new elementary curriculum guides throughout the duration of the project. This provided flexible and realistic career experiences that could be utilized by elementary teachers at their particular grade level. The elementary guide for Jones County, Career Centered-Curriculum for Vocational Complexes in Mississippi: An Introduction to Career Awareness, is an addenda to this report.

Also utilized throughout the elementary school was the use of resource persons. These were in the form of local businessmen, parents, etc. that visited the school and were successful in bringing the world of work to the classroom. It was concluded that the career concept had an impact on the traditional image of the elementary school in the Jones County School System.

Occupational Orientation (grades 7-9)

The Occupational orientation course as taught in the project intensified the exploration stage of the usual career education plan. Occupational orientation courses were divided into eight categories during the first year for study by the students. These were: (1) Service; (2) Business Contact; (3) Organization; (4) Technology; (5) Outdoors; (6) Science; (7) General Culture; and (8) Art and Entertainment. These courses were designed to facilitate exploration of the world of work and to provide students with an insight into the realities of the working world. The first year of occupational orientation apparently failed to measure up to the project staff's expectations as plans were made to restructure the program for the second year of operation.

The basic restructuring occurred prior to the opening of the second year of operation. The eight categories emphasized during the first year were incorporated into six basic units of six weeks duration each. In addition, each unit was composed of teachers with various specialty areas and team teaching was utilized in all units to enhance "hands-on" exploratory experiences.

In Unit I students were involved in appraising their individual interests, abilities, aptitudes, and skills as they explored a variety of vocational opportunities. Students developed occupational vocabularies, became acquainted with sources of information, became cognizant of a need for vocational planning, and acquired a limited knowledge of the American Economic System.

Unit II was devoted to industrial, trade, and craft occupations. Students became acquainted with a wide range of occupations within the cluster. Through the use of "hands-on" experiences, resource persons, and field trips, students learned about occupational settings, worker skills, and training needs and opportunities. The students reappraised their own interests, abilities, and potentials for industrial, trade and craft employment.

As students moved through Unit III which was devoted to consumer education they became acquainted with a wide range of occupations. Emphasis was placed on work, settings, opportunities, and worker skills. Training needs and opportunities were explored and students reappraised their interests, abilities, and potential for successful and satisfying employment within this area.

Unit IV was devoted to student explorations of public service occupations.

Unit V students explored production, distribution and management occupations. Both units' methods and procedures were similar to those in Units II and III.

The final unit (VI) was devoted to allowing students to evaluate their occupational exploratory experiences and plan ahead. Students placed emphasis upon educational planning as related to occupational exploration and/or choices. Personal development, independent study, methods of finding part-time employment, etc. were stressed.

Throughout the school year (1972) individual pre-tests and post-tests were developed for each of the aforementioned units. All students were rotated at six week intervals through the six units while the teachers remained at their respective stations. The progress of the student's awareness and the learning acquired from exploration of various jobs covered in each unit was measured by four separate pre-test and post-test instruments administered by teachers in units 2-5. (See Table XIV-e.) Since Unit I involved the students' introduction to occupational orientation and Unit 6 included their future plans, individual data was not included on these areas. An analysis of the

Table XIV-e

Increase In Students' Occupational Knowledge Over A Six-Week Period

Mean Scores	Total Possible Score	Increase in Mean Score	Percentage Increase
Industry and Related			
9.93 N=140			
13.0 N=140	20	3.07	30.92
Diversified Services			
8.54 N=260			
11.29 N=260	20	2.75	32.20
Public Service Occupations			
13.27 N=239			
15.76 N=239	20	2.49	18.76
Production, Distribution and Management			
12.18 N=255			
15.99 N=255	20	3.81	31.28

Key:
▨ Pre-Test
☐ Post-Test

pre-test and post-test data for the four units (2-5) indicated that student gain was most evident in Unit III (Diversified Services) while the least gain was in Unit IV (Public Service Occupations). Validation of the testing instruments was not performed due to the limited time factors which were characteristic of the program.

At the beginning of the 1972 school year, a group of students were selected at random from the total population of the occupational orientation classes to serve as experimental subjects. A control group of students which did not receive occupational orientation training were also selected in random fashion from a neighboring school. The primary purpose of the study was to assess the achievement gains of students (experimental group) enrolled in occupational orientation classes versus students (control group) who were not enrolled in such classes.

At the end of the school year and after all students in the experimental group had been rotated through the six aforementioned units, a post-test utilizing standardized procedures was administered to both experimental and control groups. The results of this type of overall analysis (See Table XV-e) indicated that those students who participated in a one year course of occupational orientation exhibited a more thorough knowledge of the world of work than did the control group of students who received no training in occupational orientation. The experimental group also rated higher in such areas as social behavior and work attitudes than did the students in the control group.

Upon completion of an in-service workshop held during the summer, 1972, a questionnaire type instrument was administered to all participants. The purpose of such action was to assess each participant's opinion of the quality and usefulness of materials (curriculum guides) that were developed and refined during the workshop. As noted from the mean scores (See Table XVI-e) a majority of the participants rated each of the 15 statements above average. The assessment was by face validity evaluation of the materials as the data was gathered with the questionnaire prior to the materials being placed into actual classroom use.

Table XV-e

Overall Assessment of the Achievement of Students (Experimental Group) Receiving Training in Occupational Orientation as Compared to Students (Control Group) Not Receiving Such Training. (Post-test Only Control Group Design)

Group	Number in Group	Mean Score	% Difference
Experimental	250	67.82	46.96
Control	106	46.15	

Table XVI-e

Teacher Assessment of Materials Developed During Summer 1972 Workshop

	Statements (Rating 7 6 5 4 3 2 1) (Scale: High Average Low)	Mean Scores *
1.	Degree to which the materials developed in the workshop will help maximize or attain the instructional objectives of the career centered curriculum.	5.77
2.	Degree to which the materials developed in the workshop will make the students aware of the entire world of work.	5.46
3.	Degree to which the materials developed in the workshop will create and maintain interest of the student toward the world of work.	5.46
4.	Degree to which the materials developed in the workshop are relevant to the child's everyday world.	5.23
5.	Degree to which materials developed in the workshop can be adapted to solving student problems concerning careers.	5.46
6.	Degree to which the materials developed in the workshop will aid in developing decision making skills in each student.	5.69
7.	Degree to which the materials developed in the workshop are flexible enough for adaptation to group or class differences.	5.69
8.	Degree to which the materials developed in the workshop are flexible enough for adaptation to individual differences of students who are enrolled in the exemplary program.	5.69
9.	Degree to which the materials developed in the workshop can help students, teachers, and other interested persons better understand the barriers between the student and the work world.	5.50

10. Degree to which the materials developed in the workshop are detailed enough to provide students with an indepth study of an occupation from any of the clusters included in the career centered curriculum (if these materials are available). 5.50

11. Degree to which the materials developed in the workshop can serve as a basis from which students can make an occupational choice or objective. 5.83

12. Degree to which field trips and on-sight evaluations utilized in the workshop helped to outline the qualifications and/or specifications of jobs in local industries which provide careers for students. 5.46

13. Degree to which the materials developed in the workshop will familiarize the students with types of institutions or courses that can prepare them for the occupation they have chosen. 5.38

14. Degree to which the materials developed in the workshop will instill the need for continued education and/or upgrading of skills required in the occupations of today and the future. 5.75

15. Degree to which materials developed in the workshop outline the procedures for one to use when applying for, holding, and/or resigning from a job. 5.54

* (Note: "1" was the lowest rating possible, "4" was considered to be average and "7" denoted the highest rating possible.)

Several weeks prior to termination of the third year of operation, three highly correlated instruments were developed and administered to a randomly selected group of students, professional staff members and parents of students which participated in the Exemplary Project. The purpose of the study was to assess the attitudes and opinions of the three groups in reference to the overall career education program. The mean scores (See Table XVII-e) obtained from students, professional staff, and parents provided information on potential areas of difference between the three groups in reference to their attitudes towards the career concept. The following statements represent areas in which teachers', parents', and students' opinions and attitudes toward the overall career education concept differed noticeably:

Statement 2: Teachers and parents felt more strongly than students that career development was continuous through one's lifetime.

Statement 3: Teachers and parents felt more strongly than students that if the school curriculum were career oriented it would be relevant to more students.

Statement 12: Teachers felt more strongly than parents that learning experiences relating to careers were for those students who could not succeed in an academic program.

Statement 25: Teachers felt more strongly than parents that elementary school (grades 1-6) was too early for a student to start thinking about the world of work.

Statement 26: Parents and students felt more strongly than teachers that during the junior high school years children should be allowed to explore their various occupational interests.

Statement 27: Students felt more strongly than teachers or parents that career activities should be the starting point for instruction in school.

Statement 27: Parents and students felt more strongly than teachers that the major purpose of career education was to assist young people in evaluating their individual interests and abilities.

Table XVII-e

Assessment of School Personnel, Parents, and Student Attitudes and Opinions in Reference to the Overall Career Education Concept

Statements	*Mean Scores		
	School Personnel	Parents	Students
1. Choosing a career is one of the most important decisions a person makes during his lifetime.	4.77	4.80	4.67
2. Career development is a continuous process throughout the lifetime of an individual.	4.61	4.54	4.13
3. If the school curriculum were career oriented it would be relevant to more students.	4.39	4.51	3.85
4. A major purpose of education should be to help students develop sound career objectives.	3.96	4.48	4.14
5. Emphasis on jobs and work in the classroom may lead to a better quality educational program in our schools.	4.15	4.33	4.03
6. Instruction related to careers is as appropriate for males as for females.	3.94	3.72	3.58
7. Community residents are eager to visit the schools and discuss their jobs with students.	3.23	3.30	3.52
8. Local resource persons would make career related learning experiences more meaningful to the students.	4.14	4.04	4.05

Rating Scale: 5 4 3 2 1
High Avg. Low

Statements	School Personnel	Mean Scores Parents	Students
9. The school curriculum should deal less with abstract ideas and more with *people* oriented problems.	4.00	4.16	3.91
10. Developing a positive attitude in students in reference to work should be a major concern of the schools.	4.24	4.43	4.25
11. School dropouts may be reduced through the introduction of career-related materials in the classroom.	4.19	4.14	3.95
12. Learning experiences relating to careers are for those students who *can* succeed in an academic program as well as in a vocational program.	3.70	3.30	N/A
13. Relating a student's learning experiences to the world of work should increase his motivation.	4.26	4.21	4.00
14. Career-related activities should be integrated into the regular school curriculum.	4.14	4.10	3.90
15. At present, students lack sufficient orientation pertaining to the world of work to make sound career choices.	3.45	3.15	N/A
16. In the elementary grades (1-6) children should be made aware of the various occupations within our society.	4.00	4.00	3.92

Statements	Mean Scores School Personnel	Parents	Students
17. The elementary school curriculum should be concerned with helping each student develop a positive self-image.	4.33	4.31	N/A
18. The elementary school curriculum should enhance the social skills of the students.	4.23	4.10	N/A
19. At the elementary level, career-related instruction should utilize jobs of the family, community, state, nation, and the world.	3.94	3.71	N/A
20. Knowledge of various careers can be enhanced through occupational role playing by the students.	4.10	4.00	3.91
21. Elementary schools should have workmen representing various levels of occupations visit the school and explain to the students their jobs and contributions to society.	3.95	4.02	N/A
22. Elementary schools would be improved if the curriculum were centered around the world of work.	3.32	3.56	N/A
23. Good attitudes toward work can be developed more readily in elementary students.	3.87	3.96	N/A
24. Career-related activities are excellent for developing individual capabilities of young students.	4.04	4.08	3.96

Statements	Mean Scores School Personnel	Parents	Students
25. Elementary school (grades 1-6) is approximately the right age level for a student to start thinking about the world of work.	3.71	3.32	3.49
26. During the junior high school years, children should be allowed to explore their various occupational interests.	3.23	4.35	4.08
27. Career activities should be the starting point for instruction in school.	3.11	3.38	3.77
28. The major purpose of career exploration is to assist young people in evaluating their individual interests and ability.	3.12	4.14	4.01
29. The transfer of learning from the abstract to the practical is enhanced through career exploration.	3.18	3.74	N/A
30. A major source of career information should be the classroom teacher.	3.49	3.54	3.80
31. Students should be familiar with the present economic system and its implications within the world of work.	4.23	4.16	4.10
32. Simple job activities or procedures (hands-on experiences) are essential to career learning experiences.	4.00	4.14	4.07
33. Both academically and vocationally oriented students should begin preparation for their careers in high school.	4.23	4.36	4.15

Statements	School Personnel	Mean Scores Parents	Students
34. Learning experiences for each student should be related to his or her career plans.	3.85	4.00	4.13
35. Once a student makes a realistic career decision, he should be encouraged to pursue it.	4.15	4.22	4.00
36. Supervised work experience should be an integral part of a school curriculum.	3.91	4.16	3.96
37. Students who excel in social studies should be informed of jobs that are related to this field.	4.08	4.07	3.90
38. The relationship of mathematics to various occupations should be taught in all mathematics courses.	4.24	4.26	3.71
39. Interest in an English class could be stimulated by visits of a newspaper editor.	4.17	3.84	3.81
40. Courses such as physical education and music will be more effective if career-related activities are fused into them.	3.78	3.73	3.52
41. Upon graduation, few high school students have made definite career choices.	3.87	3.94	N/A
42. A center with materials providing detailed career information should be available for all students.	4.41	4.42	4.24
43. A placement system should be an integral part of any school program.	3.97	3.89	4.98

Statements	School Personnel	Parents	Students
		Mean Scores	
44. Follow-up studies of former students should be performed on an annual basis.	3.78	3.69	N/A
45. A person does not need a college degree to become a success in life.	4.49	3.96	3.82
Total	177.95	180.26	135.31
Mean	3.95	4.01	3.98

*Note: "1" was the lowest rating possible, "3" was considered to be average, and "5" denoted the highest rating possible.

Statement 29: Parents felt more strongly than teachers that the transfer of learning from the abstract to the practical could be enhanced through career exploration.

Statement 38: Parents and teachers felt more strongly than students that the relationship of mathematics to various occupations should be taught in all mathematics courses.

Statement 45: Teachers felt more strongly than parents and students that a person does not need a college degree to become a success in life.

As noted from the mean scores obtained for each of the 45 statements, all three groups had a positive attitude towards the career concept as all scores were above average. Grand mean scores (column) indicated that the most positive attitudes towards career education were exhibited by parents, students and teachers respectively.

Preparation (High School)

The Mississippi Education Finance Commission listed 8,079 students enrolled in the Jones County School System as of September 30, 1972. Elementary enrollments accounted for 4,153 students or 51% of the total enrollment while high school enrollments accounted for 3,926 students or 49% of the enrollment.

The Jones County Exemplary Project staff reported a total of 2,688 secondary students, which represented 68% of the total high school enrollment, being directly involved in vocational education during the 1972-73 school session. Of this 2,688 students, 1,088 or 40% of the students were listed as pre-vocational as they were in the junior high grades while 1,605 or 60% of the students were listed as regular vocational students in grades 9-12. Pre-vocational courses included: Occupational Orientation and Homemaking Remedial Courses were also offered to those needing assistance in pre-vocational courses. Regular vocational courses were divided between each respective high school and the vocational complex. The high schools offered Homemaking, Vocational Agriculture, and Remedial Courses, as part of the regular curriculum while the vocational complex offered Drafting, Building Trades, Electricity, Metal Trades, Business and Office, and Auto Mechanics as well as Remedial Courses. Areas of highest student enrollment were Homemaking and Vocational Agriculture whereas Business and Office and Drafting reflected the lowest student enrollment.

An Occupational Guidance and Placement Service was operational the second and third years of the project, however, a lack of records, follow-up data and other information made placement activities difficult to report for the program.

6. Evaluation objective: To establish the necessary relationships and rapport with local residents, businesses, and industries for providing understanding and acceptance of the career education concept utilized in the schools and to provide students with insights to realistic career-related experiences.

Data obtained from exemplary project reports indicated that during the first and second year of operation, limited success was evident in establishing the desired line of communications from the school to community residents, businesses and industries in reference to the career concept being implemented in the schools. Various efforts continued during the third year to establish a better relationship as project staff members served as speakers to civic clubs, conducted public tours of various career programs, sponsored field trips to local businesses and industry and promoted the career concept via limited radio and news releases. Community acceptance of the career concept was assessed prior to the end of the third year of operation. (See Table XVIII-e.) Resulting scores and data obtained from the assessment instruments suggested that students felt better informed about the career concept than did the teachers or parents. Students rated 12 of the 15 statements average or above while teachers rated only 1 of 15 statements average or above and parents rated all statements below average. In general, progress in the area of public relations was slow and the overall public relations program appeared not to have reached its optimum objective.

Table XVIII-e

Assessment of School Personnel, Parents, and Students Attitudes and Opinions in Reference to the Adequacy of Public Relations and News Dissemination Efforts by Staff Members of the Jones County Exemplary Project

Statements	*Mean Scores		
	School Personnel	Parents	Students
1. Degree to which you have heard or have been informed about the career-centered program for Jones County schools.	3.06	2.68	4.43
2. Degree to which you were provided information concerning the career program by the school administration (supt., principal, etc.).	2.64	1.84	3.24
3. Degree to which you were provided information concerning the career program by other teacher(s).	2.66	1.77	4.10
4. Degree to which you were provided information concerning the career program by the guidance counselor.	2.23	1.21	2.91
5. Degree to which you were provided information concerning the career program by career education project personnel.	2.65	1.37	3.33
6. Degree to which you were provided information by students concerning the career education program in Jones County.	2.48	2.42	3.04

Rating Scale: _5_ _4_ _3_ _2_ _1_
High Average Low

Statements	Mean Scores School Personnel	Parents	Students
7. Degree to which you were provided information by the local newspapers concerning the career education program in Jones County.	2.28	1.96	1.98
8. Degree to which you were provided information by local radio stations concerning the career education program in Jones County.	1.66	1.53	1.92
9. Degree to which you were provided information by local TV stations concerning the career education program in Jones County.	1.49	1.46	1.98
10. Degree to which you were provided information concerning the career education program by neighbors or friends who know about the program.	1.74	1.51	2.42
11. Degree to which the information you received explained the career education concept.	2.83	2.11	3.49
12. Degree to which the information you received explained the purposes of the career program.	2.80	2.26	3.69
13. Degree to which the information you received explained the duties and responsibilities of career project personnel.	2.47	1.92	3.14

Statements	School Personnel	Parents	Students
		Mean Scores	
14. Degree to which the information you received explained the activities students would be exposed to or participate in.	2.72	2.35	3.57
15. Degree to which you understand why the career program was implemented in the Jones County Schools.	2.98	2.46	3.57
Total	36.69	28.85	46.81
Mean	2.45	1.92	3.12

*Note: "1" was the lowest rating possible, "3" was average, and "5" denoted the highest rating possible.

7. Evaluation objective: To provide intensive and short-term entry level skill training immediately prior to exit from the school, for those students who have not been previously enrolled in one of the regular vocational programs.

Short-term entry level skill training was implemented prior to the opening of the second year of the Jones County project. The skill training was designed for students who were not previously enrolled in vocational courses, for potential dropouts, for high school students near graduation and without salable skills and for students who had dropped out previously and wished to return to learn a trade. Many problems were encountered as too few of the short-term students selected the same skill areas. Open-ended classes were initiated and the short-term students were allowed to attend vocational classes with regular students. A total of 34 students completed various skill level training programs by the end of the second year. The program was continued throughout the third year, with enrollment in this phase of the program remaining approximately the same.

8. Evaluation objective: To establish an intensive program of guidance-counseling-placement, relating to activities in Objective 1, and including activities which will assure adequate post-training work adjustment for each student.

The guidance-counseling-placement phase of the program apparently operated successfully during the second year of the project. During the third year group guidance and individual counseling sessions were commonplace while remedial programs reported significant student gains in reading and mathematics. Vocational offerings were the same for the second and third year, while student placement records were not kept as effectively during the final year of operation. The most observable change the third year of operation was the action of having counselors serve as coordinators between the teachers and the administration. In general, most of the activities in progress the second year were continued into the third year with certain refinements being made that were designed to eliminate many of the previous problems encountered.

IV. CONCLUSIONS

The evaluation section of the Final Report for the Jones County Exemplary Project involved both a product and process type of evaluation performed over a three year period. The product evaluation was designed to indicate how effective the program actually was while the process evaluation was designed to point out areas of concern for program redirection and/or change. The purpose of such an evaluation was for total improvement of program operation and effectiveness.

The following statements are based on the eight afore-mentioned objectives and the degree to which the exemplary program accomplished each of them.

* The administrative organization experienced limited administrative changes at the elementary levels during the first year of the program. In addition, many administrative problems arose due to the late implementation of the project. These included: developing and writing reports, ordering supplies and equipment, planning in-service training and securing qualified project personnel. The second and third years of operation reflected many changes which resulted in a more systematized and effective program through refinement of administrative procedures and problem solving techniques developed during the first year of operation. In general, one may conclude that the administrative structure appeared to be efficient and effective throughout the duration of the program.

* The quality of facilities utilized in housing the Exemplary Project's materials, equipment, and professional staff varied from fair to ultra-modern as one traveled from school to school. The administrative staff was centrally located along with selected supplies and equipment in the ultra-modern vocational complex. The guidance counselor in each school was provided a private office which in most instances, was centrally located. Occupational orientation teachers at the elementary, junior high and high school levels were housed in a traditional type classroom which also contained many of the supplies and other materials used in the career education program. Regular visits to the local schools by the evaluation team resulted in each team member concurring that facilities provided for the Jones County Exemplary Project were above average.

* Supplies and equipment were generally in short supply during the first several months of operation due to the late implementation of the project, however budgetary records indicated that most of the supplies and equipment had been received by the end of the first year as approximately 75% of the funds budgeted for those items during the 3-year period were expended at that time. A large bulk of the supplies and equipment were distributed according

to enrollments in the local schools while many of the larger and more expensive items were located in the storage facility of the vocational complex and rotated in the various schools. Equipment inventories were provided to each school and all teachers travel was reimbursed when they visited the complex to select items not available from their local school's supplies. Supply and equipment check-out cards indicated that a majority of the teachers were using the supplies and equipment on a daily basis throughout the school year. Few complaints were noted from teachers or local administrators, thus it was appropriate to assume that supplies and equipment were adequate in both quantity and availability.

* Recruiting and maintaining an adequately trained staff was a concern though not a major problem throughout the duration of the project. A Cooperative Education Coordinator position went unfilled the first year and competent teachers for several other positions were difficult to obtain. A loss of six staff members was noted at the end of the second year. Three of the vacant positions were filled with experienced teachers and three were filled by first year teachers. All teachers possessed a valid Class "A" teaching certificate and all were certified in the areas to which they were assigned.

* The career concept was fused into the on-going instruction in all grades (1-12) with the most apparent success being observed at the elementary and junior high levels. Curriculum guides were developed for each grade level and subject area in order to facilitate fusion of the career concept into the general classroom instructions. All teachers and administrators were provided with in-service training programs which were designed to: familiarize them with the career concept; help develop more effective classroom utilization of teaching aids; help teachers in requisitioning supplies and equipment; help teachers in the preparation of curriculum guides for their respective grade or subject areas.

Pre and posttests were given to an experimental and a control group of randomly selected students prior to the introduction of the career concept into the classroom. Later posttest results obtained from the same groups indicated a sizeable gain in the students' knowledge of career education. Standardized testing procedures and acceptable research methods were adhered to, thus the scores obtained in the experiment, when compared to other evaluative data, suggested that the curriculum, as utilized, was an effective one.

* Efforts to establish suitable lines of communications between various schools and communities were not fully adequate during the first and second years of operation. A concentrated effort was made during the third year, however assessment data at the end of the year revealed that parents of students enrolled in the

program still rated their knowledge of the program as below average on a 5 point rating scale. Such findings suggested that the overall public relations program was not totally effective.

* A limited number of short-term entry level skills designed for dropouts, potential dropouts, and other students without salable skills were implemented the second year of the program. A total of 34 students registered for the different skill areas. Such small numbers in each skill area would have created financial and personnel problems which were alleviated by making regular vocational classes open-ended. This action allowed the short-term students the privilege of attending classes as long as they wished. The program continued into the third year and was considered adequate for the rather small number that enrolled to avail themselves of the opportunity to gain special skills.

* Guidance and counseling programs were intensive throughout the duration of the project. Student placement was least effective the first year. Counselor's duties increased the third year as they were assigned to serve as coordinators between administrators and teachers. In conclusion, guidance-counselor-placement programs, when considered over a three year period, were adequate however certain activities designed to assure satisfactory post-training work adjustment appeared to be limited the third year.

V. SUMMARY

The goal of the Jones County Exemplary Project was to establish structural classroom relationships between the ongoing instruction and the world of work. Elementary grades 1-6 were designated as the awareness phase while the junior high and high school grades were designated as the occupational orientation and preparation phases respectively. The awareness phase provided elementary students with an opportunity to receive and utilize career information, counseling, field trips and resource persons as a part of their classroom instruction. The occupational orientation phase was structured so that junior high students would explore various career clusters by rotating through them on a six-week basis. High school students received special assistance in the preparation phase where planning vocations and attaining vocational goals became a reality due to a large variety of vocational offerings.

Progress made by the Exemplary Project during the third year was assessed through utilization of the program's eight educational objectives as standards by which to compare what was proposed in the project to what was actually produced. The objectives covered such topics as administrative organization, adequacy of facilities, adequacy of supplies and equipment, recruiting and maintaining a trained staff, career concept infusion, public relations, short-term entry level skills, and guidance-counseling-placement services.

The evaluation team reported that most of the findings, in reference to how well the objectives had been carried out, were satisfactory. Several areas of limited success noted the third year were public relations, short-term skill development and student placement. Evaluation procedures differed the first year as compared to the second and third years. The evaluation teams were concerned only with a process evaluation the first year whereas both a process and product evaluation was performed the second and third years.

Six comprehensive and well-planned assessments were made prior to the end of the third year. Data was obtained in reference to: the value of inservice workshops; students' knowledge of various career areas; students' knowledge of the overall career concept; the value of teacher prepared curriculum guides; teacher, parent, and student attitudes towards careers in general; and the effectiveness of a public relations program.

Data obtained from assessment instruments administered to participants in an inservice workshop devoted to problems in career education indicated that such workshops provided answers to many of their current problems. Informal meetings later in the school year verified that the workshop was an invaluable tool in promoting the career concept in the regular classroom.

Student knowledge of various occupational areas was measured by a series of pretests, administered prior to entrance into the units and by posttests administered upon termination of each unit. Four units utilized the testing procedures and these included Industry and Related Areas, Diversified Services, Production, Distribution and Management. A lesser gain was noted for Public Services, however this gain was still above local expectations.

A posttest control group experimental design was used to help differentiate between the overall achievement gains of an experimental group of students that had completed six units of occupational orientation training and a control group which did not receive the training. Resulting data analysis revealed that the experimental group demonstrated a 46.96% gain over the control group in reference to their knowledge of the overall career concept.

An assessment of the value of teacher prepared materials (curriculum guides) developed in an inservice workshop revealed a high degree of teacher satisfaction with the face validity of the materials. Later classroom use of the curriculum guides supported the attitudes expressed by the teachers.

Teacher, parent, and student attitudes and opinions were assessed in reference to their knowledge of the overall career concept. An analysis obtained for the three groups indicated that all three groups had a better than average understanding of the career concept, however, students and parents scored slightly higher than teachers.

The effectiveness of a public relations program for career education was determined by administering a questionnaire type instrument to teachers, students and parents of students involved in the career program. Parental and teacher scores suggested that public relations efforts were less than expected, however students rated the public relations efforts above average.

Several recommendations were made by the evaluation team at the end of the second year of operation. A vast majority of the recommendations were carried out, however such recommendations as: make feasibility studies for the addition of new and needed vocational courses; broaden and improve short-term skill development classes; provide better student placement services; and develop plans for continuing the program beyond the third year were not fully implemented.

It was concluded that significant progress was made during the duration of the project in meeting its stated objectives. Progress was made in assisting students in developing psychological and occupational skills which may serve as a base for continuous growth and advancement in chosen careers. Specific conclusions evolving over the three year period are discussed in the following:

* The administrative organization experienced limited administrative changes at the elementary levels during the first year of the program. In addition many administrative problems arose due to the late implementation of the project. These included such problems as developing and writing reports, ordering supplies and equipment, planning inservice training and securing qualified staff members. The second and third year of operation reflected many changes which resulted in a more systematized and effective program through refinement of administrative procedures and problem solving techniques developed during the first year of operation. In general, one may conclude that the administrative structure appeared to be efficient and effective throughout the duration of the program.

* The quality of facilities utilized in housing the Exemplary Project's materials, equipment, and professional staff varied from fair to ultra-modern as one traveled from school to school. The administrative staff was centrally located along with selected supplies and equipment in the ultra-modern vocational complex. The guidance counselor in each school was provided a private office which in most instances, was centrally located. Occupational orientation teachers at the elementary, junior high and high school levels were housed in a traditional type classroom which also contained many of the supplies and other materials used in the career education program. Regular visits to the local schools by the evaluation team resulted in each team member concurring that facilities provided for the Jones County Exemplary Project were above average.

* Supplies and equipment were generally in short supply during the first several months of operation due to the late implementation of the project, however budgetary records indicated that most of the supplies and equipment had been received by the end of the first year as approximately 75% of the funds budgeted for those items during the 3-year period were expended at that time. A large bulk of the supplies and equipment were distributed according to enrollments in the local schools while many of the larger and more expensive items were located in the storage facility of the vocational complex and rotated in the various schools. Equipment inventories were provided to each school and all teachers were reimbursed when they visited the complex to select items not available to them from the local school supplies. Supply and equipment check-out cards indicated that a majority of the teachers were using the supplies and equipment on a daily basis throughout the school year. Few complaints were noted from teachers or local administrators, thus it was appropriate to assume that supplies and equipment were adequate in both quantity and availability.

* Recruiting and maintaining an adequately trained staff was a concern though not a major problem throughout the duration of the project. A Cooperative Education Coordinator position went

unfilled the first year and competent teachers for several other positions were difficult to obtain. A loss of six staff members was noted at the end of the second year. Three of the vacant positions were filled with experienced teachers and three were filled by first year teachers. All teachers possessed a valid Class "A" teaching certificate and all were certified in the areas to which they were assigned.

* The career concept was fused into the on-going instruction in all grades (1-12) with the most apparent success being observed at the elementary and junior high levels. Curriculum guides were developed for each grade level and subject area in order to facilitate fusion of the career concept into the general classroom instructions. All teachers and administrators were provided with in-service training programs which were designed to: familiarize them with the career concept; help develop more effective classroom utilization of teaching aids; help teachers in requisitioning supplies and equipment; help teachers in the preparation of curriculum guides for their respective grade or subject areas.

Pre and posttests were given to an experimental and a control group of randomly selected students prior to the introduction of the career concept into the classroom. Later post-test results obtained from the same groups indicated a sizeable gain in the students' knowledge of career education. Standardized testing procedures and acceptable research methods were adhered to, thus the scores obtained in the experiment, when compared to other evaluative data, suggested that the curriculum. as utilized, was an effective one.

* Efforts to establish suitable lines of communications between various schools and communities were not adequate during the first and second years of operation. A concentrated effort was made during the third year, however assessment data at the end of the year revealed that parents of students enrolled in the program still rated their knowledge of the program as below average on a 5 point rating scale. Such findings suggested that the overall public realtions program was not totally effective.

* A limited number of short-term entry level skills designed for dropouts, potential dropouts, and other students without salable skills were implemented the second year of the program. A total of 34 students registered for the different skill areas. Such small numbers in each skill area would have created financial and personnel problems which were alleviated by making regular vocational classes open-ended. This action allowed the short-term students the privilege of attending classes as long as they wished. The program continued into the third year and was considered adequate for the rather small number that enrolled to avail themselves of the opportunity to gain special skills.

* Guidance and counseling programs were intensive throughout the duration of the project. Student placement was least effective the first year. Counselor's duties increased the third year as they were assigned to serve as coordinators between administrators and teachers. In conclusion, guidance-counselor-placement programs, when considered over a three year period, were adequate, however certain activities designed to assure satisfactory post-training work adjustment appeared to be limited the third year.

VI. CONCLUSIONS AND RECOMMENDATIONS

By the end of the first year of the project's operation many insights into the operational feasibility of the career-centered concept had been gained. Sufficient information was produced by the project to provide a basis for a conclusion that the career-centered concept could be an important component in any school system for enhancing students' entry into and success in the world of work. It was further concluded that the apparently most successful components of the project should be implemented (in some form) into other selected schools within the State during the following school year.

It was concluded that important progress was made by the project during the year in assisting students in developing skills which would enable them to adjust to changes within the world of work. In addition, progress was made in assisting students in developing psychological and occupational skills which may serve as a base for continuous growth and advancement in chosen careers.

Satisfactory progress toward meeting the project objectives was determined in all but two areas during the first year. The implementation of the elementary component (that of relating occupational instruction and counseling to elementary students) was very effective even though implemented during the latter part of the school year on a somewhat limited basis. Progress was made in the establishment of an intensive program of occupational guidance and counseling and in the implementation of occupational orientation courses in the school system. Initial progress was made in providing work experiences for students in local businesses and industries. Two phases of the program objectives made only limited progress during the year. These were: the providing of intensive occupational training for those students about to leave school without salable skills and the providing of adequate placement services.

Recommendations resulting from the first year of project's operation are as follows:

* The career-centered curriculum should be extended to other school systems in the State on a demonstration basis.

* Funding should be continued for the second year of operation.

* Consumer education classes in the project should be incorporated into the occupational orientation classes.

* Occupational orientation classes should be rotated between teachers with specific specialty areas to increase the exploratory experiences of the students.

* Additional "hands-on" occupational experiences should be provided for occupational orientation students.

- * Further development of career-centered media centers should continue in all attendance centers.

- * Additional student recruitment activities for cooperative education be conducted.

- * Continuation of the intensive inservice program for the project staff.

- * Additional curriculum materials development should be undertaken.

- * Curriculum guides for all phases of the program should be developed and distributed.

- * A placement center to aid students in obtaining employment should be established.

- * An intensive skill training program for students about to leave school without salable skills should be inaugurated.

- * Continuation of public relations activities connected with the project.

By the end of the second year of the project's operation, additional insights into the operational facet of the career-centered concept had been gained. Information provided by the first and second year of operation provided for a smooth implementation of the career-centered concept in four additional school systems in the State. The most successful components of the project enhanced the immediate accomplishment of objectives established by the other school systems.

It was concluded that important progress was made by the project during the year in assisting students in developing skills which would enable them to adjust to changes within the world of work. In addition, progress was made in assisting students in developing psychological and occupational skills which may serve as a base for continuous growth and advancement in chosen careers.

Satisfactory progress was made during the second year of operation toward meeting the project's objectives. Two objectives, (1) implementation of short-term intensive skill training for students about to leave school without salable skills and (2) establishment of placement offices, which had not been implemented during the first year of operation were implemented during the second year. All phases of the project are in operation and making satisfactory progress toward fusing the career-centered concept into the school system.

Recommendations resulting from the second year's evaluation activities are as follows:

- * Funding should be continued for the third year of operation.

- * Continued emphasis should be placed on providing remedial education classes for all students needing this service.

- * Continued emphasis should be given to making the project an integral part of the ongoing school system's activities.

- * Curriculum guides (grades 1-12) should be refined and printed in sufficient quantities to provide copies for other school systems.

- * Additional student recruitment activities for all vocational courses should be conducted.

- * A feasibility study on providing additional vocational offerings for the school districts should be conducted.

- * Continued emphasis should be placed on providing short-term intensive skill training for dropout-prone students.

- * Placement services should be continued and expanded.

- * Public relations activities connected with the program should be continued.

- * Intensive inservice training for project personnel should be continued.

- * Plans should be finalized for the continuation of the program as Exemplary Funds are phased out.

Some general conclusions evolving of the three year duration of the project are as follows:

- * The second and third year of operation reflected many changes which resulted in a more systematized and effective program through refinement of administrative procedures and problem solving techniques developed during the first year of operation. In general, one may conclude that the administrative structure appeared to be efficient and effective throughout the duration of the program.

- * The quality of facilities utilzed in housing the Exemplary Project's materials, equipment, and professional staff varied from fair to ultra-modern. It was concluded that facilities provided for the Jones County Exemplary Project were above average.

- * Recruiting and maintaining an adequately trained staff was a concern though not a major problem throughout the duration of the project. All teachers possessed a valid Class "A" teaching certificate and all were certified in the areas to which they were assigned in the project.

* The career concept was fused into the on-going instruction in all grades (1-12) with the most apparent success being observed at the elementary and junior high levels.

* Efforts to establish suitable lines of communications between various schools and communities were not completely adequate during the operation of the project. Public relations activities were not as effective as planned.

* The short-term entry level skills program designed for dropouts, potential dropouts, and other students without salable skills was successful even though only relatively small numbers of students participated.

* Guidance and counseling programs were intensive throughout the duration of the project. Student placement was least effective of the guidance component. In conclusion, guidance-counselor-placement programs, when considered over a three year period, were adequate, however certain activities designed to assure satisfactory post-training work adjustment appeared to be limited the third year.

APPENDIX A

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